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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in the subset of program process documents for the series, is intended for use by the coordinator in establishing a process for use of the series through systematic planning while establishing the framework for evaluation. Evaluation roles presented are formative and summative for evaluating (1) program development processes, (2) practice implementation processes, and (3) student outcomes. Section 1 of the handbook prescribes the identification of evaluation personnel and discusses effective evaluation. Section 2 deals with developing the program plan. Section 3 discusses the evaluation plan with necessary components for evaluation criteria and data sources, instruments, evaluation procedures, timelines, evaluation competency requirements, personnel available, identified inservice needs, inservice activities, and cost. Section 4 briefly introduces the process of reporting findings. The final section deals with options for actual use of the reported findings. The appendixes provide a sample program plan, evaluation plan, examples of instruments that could prove useful in implementing the evaluation plan, and a sample reporting format. (TA)

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RESEARCH AND DEVELOPMENT 118 B5

CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM
FOR RURAL SCHOOLS

Deciding Via Evaluation

A Decision-Making Guide for Improving Career Guidance
Through Evaluating Program Processes and Outcomes

Helen M. Davis
Harry N. Drier

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

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FOREWORD

As part of the *Rural America Series, Deciding Via Evaluation* has been developed to provide useful information to local school districts as they seek to construct more effective career guidance programs. It attmpets to make coordinators (and others who are neither research specialists nor certified evaluators) aware of the usefulness of evaluation and to provide them with the ability to improve the management and performance of their guidance programs through its use.

Program evaluation is viewed as an evolutionary and cyclical process as demonstrated in two other documents in the *Rural America Series: Life Role Development Model* and *Planning and Implementation. Deciding Via Evaluation* addresses evaluation as a process based upon proactive planning, whereby clear facilitation and behavioral objectives form the basis for an optimum level of success in career guidance. This document, like the other handbooks, is intended to suggest procedures for adaptation at the local level.

Appreciation is extended to the many persons who assisted in the development of this document. Special recognition should be given to the following persons who participated in a development workshop co-sponsored by the Tri-County Career Development Program, Nelsonville, Ohio, directed by Dr. John Meighan. Participants were: Richard Bowman, Roger F. Combs, Elizabeth H. Elmore, Cindy Lane Hartman, Curt Heady, David Lott, Ronald L. Motter, Jacalyn R. Osborne, and Barbara Wolfe.

Additional project staff assisted in the workshop and exhibit developments, among them Valija Axelrod and Karen Kimmel, from who work on the program plan and evaluation plan exhibits herein, were adapted. Other staff contributing were Richard Green and Walter Stein. Center staff members Jerry Walker and Jim Altschuld conducted evaluation reviews.

Robert E. Taylor
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PREFACE

The *Rural America Series* considers evaluation to be an essential element for all guidance programs. Evaluation in the context of the series involves evaluating the *process* of conducting a comprehensive career guidance program (particularly important during the first two years of implementation) as well as evaluating the *product* (that is, the effects on students who have participated in the program). This approach to evaluation reflects the authors' belief that the subject often has been misperceived in a variety of ways—the most critical being, perhaps, its perception as an "add on" process, lacking critical integration with program planning, and focusing only on student outcomes rather than on those processes which bring about student outcomes.

When evaluation is considered as an add on, it is often treated as somewhat of an after-thought following a program with major energies devoted to planning and implementation. Unfortunately, the end of a program year offers little time, personal commitment, or necessary resources to adequately evaluate such a program. In addition, research tends to show that the first year of a program is particularly difficult, sometimes as a result of inflated assumptions regarding the time participants will actually have for program implementation, but more often, as a result of emphasizing student outcomes before the program development processes or implementation practices have actually been refined. Thus, results can easily fall short of proposed goals. Unrealistic expectations can compound the problem of evaluation, particularly when implementation plans are developed without regard for evaluation.

The authors and others believe that evaluation should be viewed as a pervasive element, included in program planning and implementation, and not limited to the examination of outcomes. The roles of evaluation recommended to adequately improve a program are both formative (ongoing) and summative (final).

Deciding Via Evaluation should be used in conjunction with *Rural America Series*

- *Planning and Implementation*
- *Career Development Needs Assessment*
- *Behavioral Objectives*
- *Resource Assessment*
- *Staff Development*
- *Community Relations and Involvement*

Evaluation documents that provided the framework upon which this document was designed include: *The State of the Art Position Paper—Evaluation* (Hammerstrom, 1976); *Evaluation and Education Decision-Making* (USOE, Young and Schuh, 1975); *Process Guide for Career Guidance* (Michigan, Department of Public Instruction, 1976).

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INTRODUCTION

This guide is a primary program process document of the *Rural America Series.* Its major purpose is to establish a process for implementing the series through systematic planning while actually establishing the framework for evaluation. The evaluation roles presented are formative and summative for evaluating (1) program development processes, (2) practice implementation processes, and (3) student outcomes. *Deciding Via Evaluation* is intended to be used as the primary tool of the career guidance coordinator in conjunction with the Evaluation Committee and evaluation specialist.

The use of *Deciding Via Evaluation* should bring about improved programs through planning that is based upon a relevant set of procedures created by a systematic evaluation approach. Rural educators can organize all aspects of their career guidance program for effectiveness by following the suggested planning procedures and by implementing those plans with a simple objective: to work toward total program improvement to better meet the needs of students. To be used as a part of the installation of the *Rural America Series,* this guide provides directions for:

- Developing the program plan and a subsequent evaluation plan for the installation of the *Rural America Series*
- Developing a reporting system for compiling the implemented *Rural America Series* evaluation data for formative and summative evaluation
- Developing a summative evaluation report of the implemented program
- Establishing means of converting findings in the report into the subsequent ongoing program and future formative and summative evaluation plans

About This Guide

This introduction discusses evaluation from a general perspective as presented herein for the evaluation content and process. The models provide the primary structure for the balance of the guide. Approaches for evaluating the Rural Career Guidance System and the evaluation roles that these approaches can take are described in detail.

Section One prescribes the identification of personnel who will play key roles in the evaluation of the career guidance program. Other considerations for bringing about effective evaluation are included.

Section Two deals with developing the program plan, including a narrative section called the description, that wll eventually become the introductory section of the summative evaluation report to be developed at the end of a program period.

Section Three discusses the evaluation plan with the necessary components for evaluation criteria and data sources, instruments, evaluation procedures, timelines, evaluation competency requirements, personnel available, identified in-service needs, in-service activities, and cost.

The Fourth Section briefly introduces the process of reporting findings by describing a program overview and related question and methods treatment. It also includes a brief discussion of conclusions and recommendations. Each of the topics in this section are supplemented by examples presented in the Appendices.

The final section of the handbook deals with the options for actual use of the reported findings. It is this activity that completes the evaluation process cycle, as planning feeds into the updating and evolvement of a new program description, program plan, evaluation plan, and so on.

The appendices provide a sample program plan, evaluation plan, examples of instruments that could prove useful in implementing the evaluation plan, and a sample reporting format.

A General Perspective

The concept of evaluation set forth by the authors of the *Rural America Series* is that of a dynamic and evolving process, one that permeates each aspect of program planning, development, implementation, and resulting outcomes. In order to realize major accomplishments, bring about program improvement, and to better address student needs in rural and small schools, this guide provides information and procedures for:

1. Identifying appropriate personnel to formulate and conduct periodic and final decision-making evaluations

2. Planning a systematic program for determining and achieving program facilitation objectives and student behavioral objectives forming the basis to plan evaluation

3. Developing an evaluation plan to address facilitation objectives and behavioral objectives

4. Implementing periodic evaluation procedures and analyzing and reporting results for immediate and continuous planning and improvement

5. Implementing final evaluation procedures and reporting results for drawing a conclusion about the worth of the program

6. Utilizing the reported findings for future program planning

The evaluation roles proposed for the most effective improvement of career guidance programming are two: formative (periodic) and summative (final). When evaluation is a part of the planning process and is incorporated in the implementation of those plans it is the formative approach that can provide continual information about how the program is doing and can indicate corrective actions for deficiencies, while at the same time establishing a foundation for summative evaluation. The formative evaluation is conducted by internal staff during the course of the program, but the summative evaluation is many times conducted (or at least audited) by a person external to the schools. The use of such an "outside" (called in this guide the evaluation auditor) person gives additional credence to the findings, and this combined approach is effective for several reasons.

A major advantage is the continucus flow of results that can instantly be addressed as they accumulate to provide critical input for the summative evaluation. Thus, the combined approach can increase the opportunity for a higher degree of program performance and subsequent student success. Also, by participating in the formative evaluation, staff can be better informed and prepared to meet the needs and expectations established for the summative evaluation. This is particularly true when the summative evaluation is conducted, or at least audited by a person external to the program. Furthermore, the kind of record-keeping made necessary by this approach proves invaluable when program management must compile a final report about the program. Through this method of providing for continuous staff input, the total evaluation process can be viewed as a positive and helpful tool. And, the far too common fear of evaluation and evaluators can be reduced and recognized as a simple lack of evaluation criteria information.

When evaluation plays a critical role in the planning and implementation of career guidance programs, the initial and ongoing development of program and evaluation plans designed to guide the conduct of both formative and summative evaluation becomes essential. This guide should help career guidance leaders and others develop and use such plans as they implement the *Rural America Series*. In so doing, it should lay the groundwork for helping those faced with such questions as:

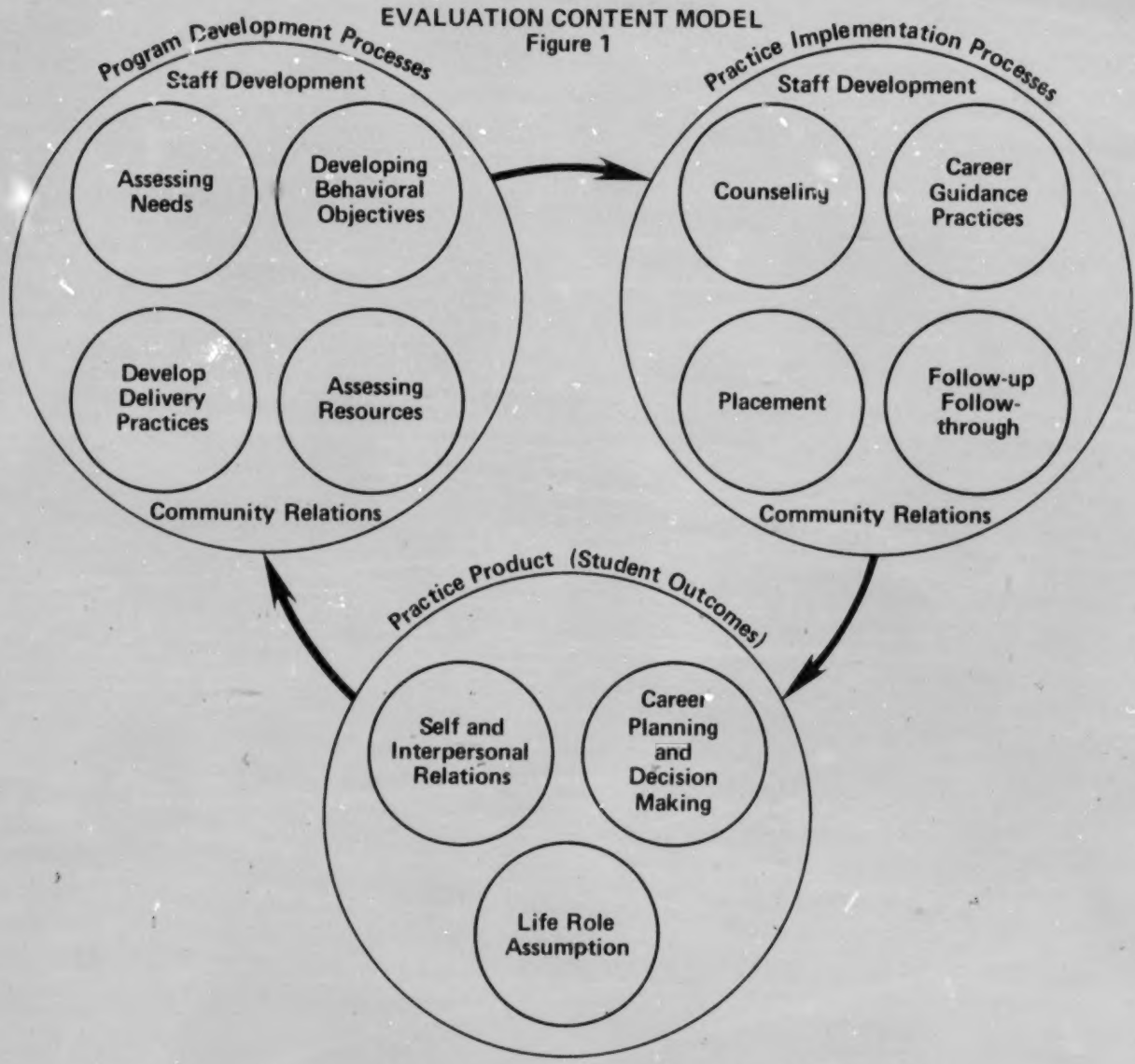
- What forms of evaluation should we consider?
- What benefits will we realize if we do evaluate?
- If we evaluate, who will be responsible?
- How extensive will the evaluation be?
- What limitations will we face?
- How will we utilize the results?

Evaluation in the Rural America Series

Because evaluation is an essential responsibility of those managing the career guidance program, its focus permeates the *Rural America Series*. The entire evaluation process is based on the action planning presented in the documents entitled *Life Role Development Model* and *Planning and Implementing*. The program development documents view evaluation as marking both the start and end points of a planning implementation cycle and permeating each phase of such a cycle. As a part of planning, evaluation is seen as the identification of unmet needs, areas of dissatisfaction, and acts to spur change in the career guidance program delivery system. As a critical, inseparable step in planning and implementation, evaluation provides information regarding success and effectiveness. As input for decisions influencing the improvement, continuation, alternation, or termination of specific program activities and as an ongoing process, evaluation is the feedback mechanism of any planning system.

In an attempt to simplify the many phases of program planning and implementation, the *Rural America Series* focuses primarily upon six major program processes. They are: assessing needs, developing behavioral objectives, assessing resources, developing strategies for delivering, implementing, and evaluating. The evaluation content model further divides the program processes into three major categories for evaluation as shown in Figure 1. In order to categorize these processes in such a way to bring about a more efficient classification from which to evaluate, and evaluation content model was developed. The model emphasizes the following program processes:

EVALUATION CONTENT MODEL
Figure 1



1. Program development processes

2. Practice implementation processes

3. Practice product (student outcomes)

The program development processes are called assessing needs, developing program and behavioral objectives, assessing resources, and developing delivery strategies. The practice implementation processes are called counseling, career guidance practices, placement, follow-up, and follow-through. And the practice product (student outcomes) is student performance within the domains of self and interpersonal relations, career planning and decision-making, and life role assumption. Pervading processes that are addressed and apply to each of these major categories are staff development and community relations.

The content emphasis for the program's first three years is depicted in Figure 2. The plan is designed to avoid emphasizing student outcome evaluation prior to program development process and practice implementation process refinement. An emphasis of student outcomes, without consideration for process evaluation during the first year is often a common error among programs conducted in rural or small schools as a result of limited time and resources. Due to this error in design, programs that have demonstrated effective development processes and have begun implementation of delivery practices in the course of a year many times fall short of producing expected student outcomes. An interpretation that can follow in such instances is that the program is ineffective, although the student outcomes may reflect only an effective program that is not yet mature. For this reason, the evaluation content emphasis plan, Figure 2, reflects a reasonable variation in process and product focus for more valid and reliable results.

For the purpose of this career guidance series, a sequential three-year plan is proposed. It is recommended that the first major time segment of programming emphasize evaluation of the development processes and minimize student outcomes, while the second time period more equally emphasizes the three areas. Finally, the third time period should emphasize the student outcomes and minimize the focus on development processes and implementation.

The process model for evaluation as it is presented for the *Rural America Series* is shown in Figure 3. The model provides the framework necessary to:

1. Identify personnel for evaluation process

2. Develop the program plan of systematic program processes

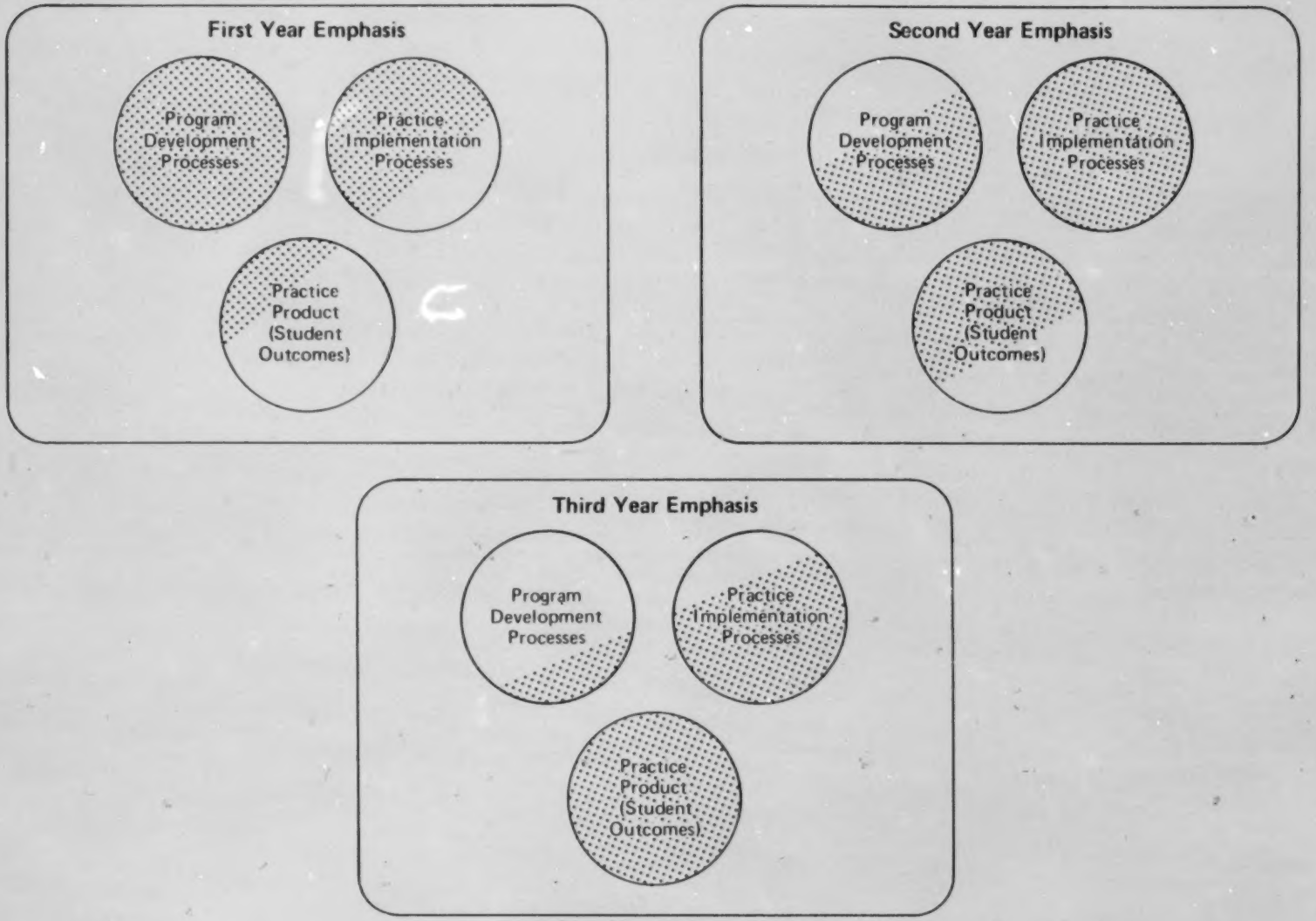
3. Design the evaluation plan for those processes and subsequent outcomes

4. Implement the plan, analyze, and report results periodically

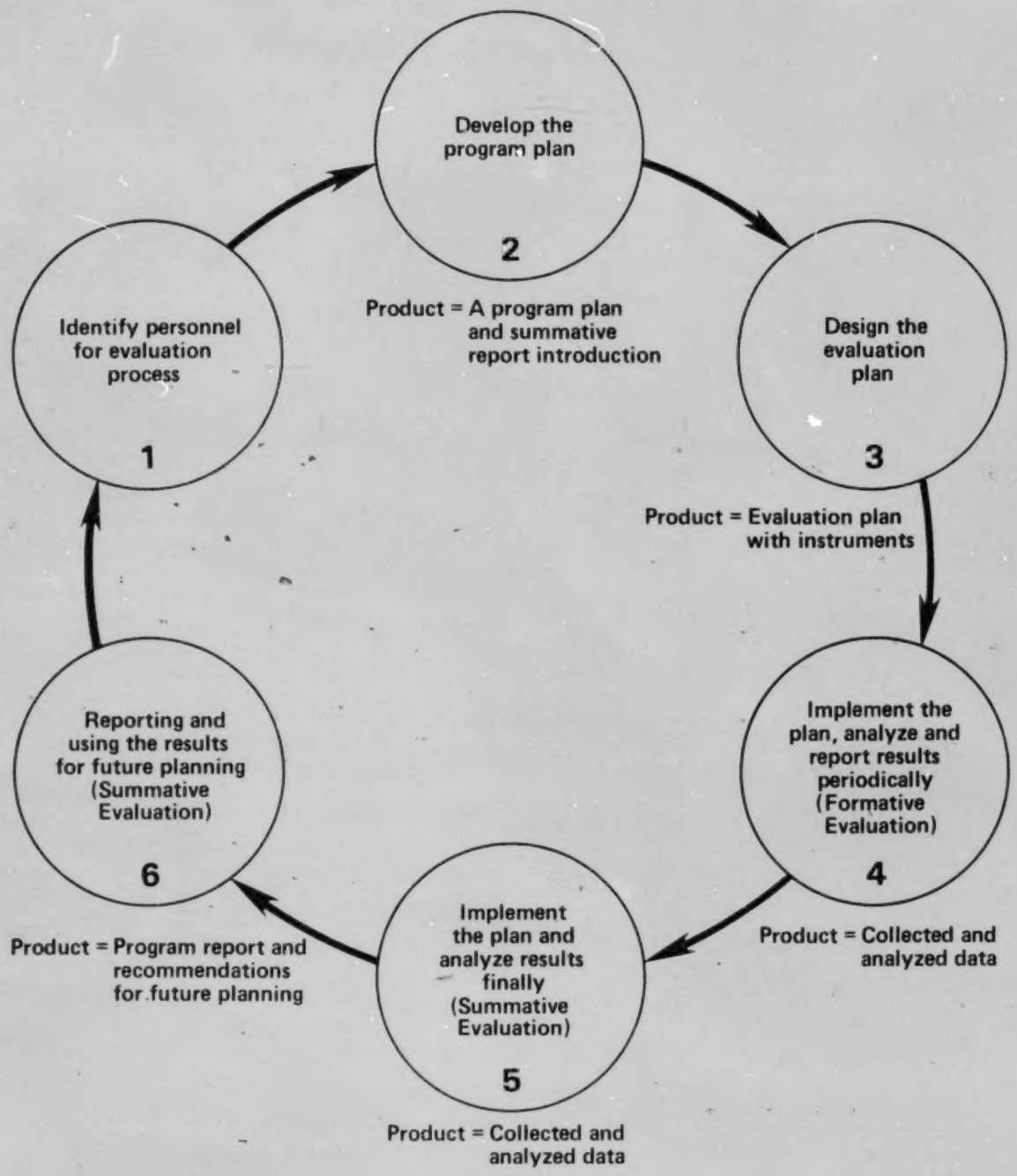
5. Implement the plan and analyze the results finally

6. Develop methods of reporting the results of the program to appropriate sources sponsors and for the purposes of ongoing planning and development, and accountability.

EVALUATION CONTENT
Emphasis Plan
Figure 2



EVALUATION PROCESS MODEL
Figure 3


Develop the program plan
2
Product = A program plan and summative report introduction
Design the evaluation plan
3
Product = Evaluation plan with instruments
Implement the plan, analyze and report results periodically (Formative Evaluation)
4
Product = Collected and analyzed data
Implement the plan and analyze results finally (Summative Evaluation)
5
Product = Collected and analyzed data
Reporting and using the results for future planning (Summative Evaluation)
6
Product = Program report and recommendations for future planning
Identify personnel for evaluation process
1

The Evaluation Process Plan

The use of the evaluation process to develop a plan to cover the first twelve months of programming is shown in Figure 4. It is from this overall process plan that the balance of this handbook is designed. The text includes:

- Section 1 – Identifying Personnel (Step 1 in the process plan)
- Section 2 – Developing the Program Plan (Step 2)
- Section 3 – Developing the Evaluation Plan (Step 3)
- Section 4 – Implementing, Analyzing, and Reporting Results (Steps 4 and 5)
- Section 5 – Using Summative Results (Step 6)

Design Selection and Options

The primary evaluation design permeating each aspect of the *Rural America Series* approach is the practical method of criterion reference (goal attainment) as emphasized by Ralph Tyler. Thus, this guide only mentions alternative designs and analysis, since it is assumed that the use of any design other than criterion reference or goal attainment will be tailored to the individual school as a supplementary procedure to the *Rural America Series* approach. The selection and implementation of a supplementary design will, in most instances, require the expertise of an evaluation specialist familiar with that particular design.

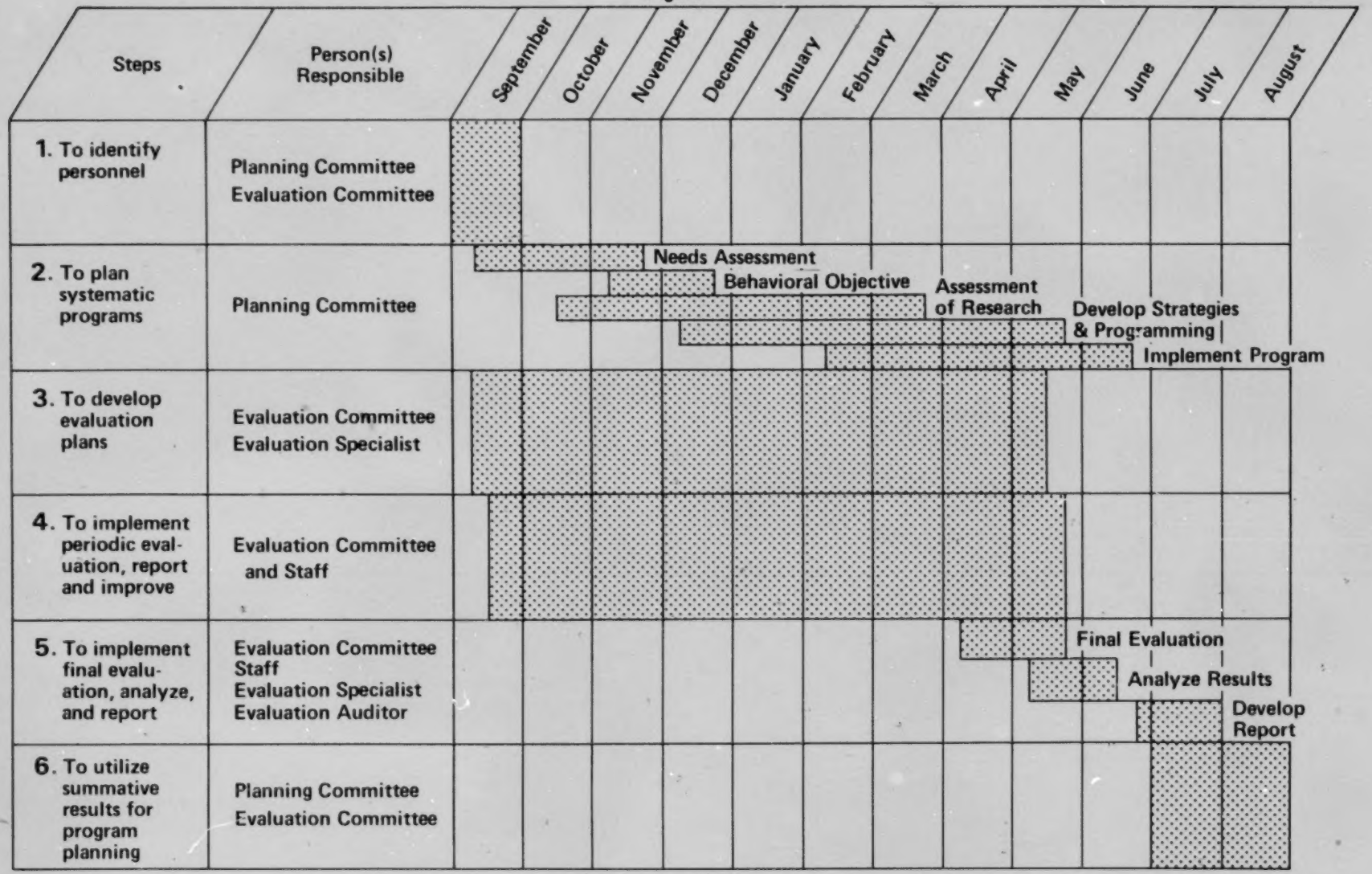
Young and Schuk (1975) consider the criterion reference the most appropriate design for evaluating facilitation objectives that specify levels of performance (e.g., the number of materials developed, the extent to which teachers use a media center, the number of students placed in employment, the number of courses added to the school curriculum, or verifiable changes in agreement with employment service, etc.). This design shows or estimates the extent to which a predetermined criterion has been achieved. It requires careful specification of the criterion and valid and reliable pre- and posttest measures, but may not require a comparison group. Although useful in measuring how close performance has come to criteria, it must be recognized that the criterion reference design, unless it is combined with an alternative comparison group design, does not establish whether is was in fact, the program itself that was responsible for the results. If this is the goal of the evaluation, it is then essential to couple the criterion reference design with a comparison group design. An evaluation specialist can recommend such comparison group design.

Key Considerations for the Evaluation Process

The guidance coordinator and members of the Evaluation Committee are responsible for determining the extent to which evaluation will be conducted by persons within or external to the school. These individuals, through providing the necessary inputs to accomplish program planning, implementation, and the subsequent final evaluation, can better plan for and interpret the feedback which they will receive. The coordinator and Evaluation Committee chairperson must take whatever action is necessary to follow through on the results compiled, determining how these results are to be shared with others. It is imperative that the coordinator be aware of his/her accountability, both by law and policy, to the public and to specific schools or districts for inactions as well as actions regarding reporting results. When the evaluation report reveals performance data compiled by simple observations, in the absence of objective standards, the coordinator will have to use his/her professional judgment to decide how nearly the results adhere to or deviate from reasonable standards.

RURAL AMERICA SERIES EVALUATION PROCESS PLAN

Figure 4



In the event that a problem arises in the course of the evaluation, it is the responsibility of the coordinator to ascertain the meaning of the situation, identifying the whats, whens, whys, and hows, in order to best describe the actual event without misinterpreting results based upon irregular circumstances. Any evaluation study is of course, enhanced by the inclusion of actual findings. Judgmental conclusions beyond the actual scope of the study will detract from the effectiveness of the report. Section Four of this guide explains the reporting procedures recommended by the *Rural America Series.* Section Five suggests how to use evaluation results to improve your program.

SECTION ONE

Identifying of Personnel: The First Step in Evaluation

In order for an evaluation to be conducted in an efficient manner, a variety of persons will need to be involved. These persons are those who will be the key decision-makers with influence on the implementation and support for continuation of the career guidance program, those who will be making frequent day-to-day decisions on programming, and those evaluation specialists who will provide expertise and establish increased credibility by assisting with planning, conducting, or auditing the evaluation.

Key decision-makers who will influence both the implementation and support for continuation of the career guidance program should be identified. They are:

- Administrators on the federal, state, and local levels,
- Influential school board members/community members.

These individuals will provide criteria that they deem critical to determining the effectiveness of the career guidance program. Information they might provide includes effects on students, staff, and the school. Examples of criteria for consideration by each population might be:

- Effects of the Program on Students

  1. Does the program deliver in accordance with what is intended for students?
  2. Does the program deliver beyond that which is intended for students?
  3. Do students increase their information base, positive feeling, actions, and related products (outcomes) in the domain areas of:

     a. Self and interpersonal relations
     b. Career planning and decision-making
     c. Life role assumptions

  4. What components of the program are the strongest? weakest?
  5. How does the major method of delivery to students affect the program?

- Effects of the Program on Staff

  1. Does the program have potential for actually facilitating career counseling and guidance role assumption for staff?

2. What cognitive, affective, and psychomotor skills are essential for effective program facilitation for staff?

3. Does the program improve staff relations with students, community members, and other staff through improved image?

4. Is there an increase in demands by students, parents, community members, and other staff for continued program efforts and involvement with staff?

5. Is there an increase in communication and involvement among staff efforts and improved morale?

- Effects of the Program on the School

1. What essential conditions are necessary in school efforts before the program can become effective?

2. What program limitations exist in relation to cost, time, resources, student population number, and facilities available?

3. How flexible is the program as applied to various buildings, groups, individual students, grade levels, and staff?

4. How does the program impact on the total school operations?

5. What could other schools and populations expect from implementing such a program?

Day-to-day decision-makers who will make "day-to-day" decisions, or course corrections in directing the program toward the established goals should be identified. They are:

- Guidance program staff
- Evaluation Committee and chairperson
- Implementation staff

"Day-to-day" decision-makers will be mostly concerned with those questions posed which relate to obvious periodic needs. Examples of these appear as evaluation questions in the evaluation planning guide in Appendix B.

Specialists are needed to provide expertise lending credibility to the facilitation, planning and implementating evaluation. They are:

- An evaluation specialist to assist in planning, analyzing results, and reporting
- An evaluation auditor to review the evaluation that was conducted

Specialists will, in most cases, function in an advisory capacity. They will take into account the questions posed by the two decision-makers already mentioned previously. When careful planning is conducted to develop such questions, most concerns of the specialist would be addressed to some degree.

Once personnel who will be involved in the evaluation have been identified, the next step is to begin developing the program plan.

SECTION TWO

Developing the Program Plan: The Second Step in Evaluation

The second step in systematizing a career guidance program involving evaluation is the development of a program plan. It is this plan that provides the necessary framework for evaluation that enables those managing the program to answer broad questions such as:

- What processes and practices worked most effectively?
- Did unexpected problems arise in regard to programming, personnel, time, funding, facilities, etc.?
- Were projected resources adequate?
- Were projected program goals and objectives realistic and understood by all program participants?
- Were the evaluation techniques and instruments used to determine the effectiveness of the program appropriate for the program that was implemented?
- What plans were not implemented?

Answers to such questions will clearly indicate any discrepancies between *what was planned* (the program plan) and *what actually occurred* (performance). Furthermore, accurate, objective, and complete answers should provide the keys to resolving the discrepancies revealed.

The program plan serves its evaluation function by representing an initial set of projections and expected results, which is the basis of an evaluation plan (discussed in Section Three) to be developed later. With the completion of a specific program time period (i.e., after evaluation is accomplished), actual program results are recorded and compared to the initial projections. Then, after systematic updating, the program plan is used to guide all future program efforts and, again, for the basis of accompanying evaluation.

In addition to its evaluative function, the program plan can also serve as a tool useful in conducting other program tasks. It clarifies what the career guidance program is expected to be. It provides the coordinator with a somewhat detailed overview of the program, giving a simple presentation of that which needs to be managed. The plan is also the tool from which public information releases are developed, and it provides organized information that is essential for adequately explaining and describing the career guidance program to school personnel, students, parents, and interested community members.

The coordinator and Planning Committee should begin developing the program plan during the initial stages of program start-up, despite the fact they will not be able to include comprehensive

detail in the plan at that time. For instance, knowledge of student needs and clearly stated student behavioral objectives are required before planning for student activities can proceed. However, it is essential that development of the program plan begin in the initial planning stages and be continued as information becomes available, even if the entire first year of the program is devoted to planning only.

Parts of the Program Plan

The program plan should be composed of four major sections. They are the:

- Program description
- Program development process plan
- Practice implementation process plan
- Product (student outcome) plan

Program Description

In addition to being critical to the development of the evaluation plan explained in Section Three, the program description will be of vital importance during the reporting phase of the career guidance program. It should include information about the scope, background and history, goals, participants, activities, and financial aspects of the program. (A sample program description is provided as Exhibit A1 in Appendix A.)

The *scope* should describe such things as geographic location, population characteristic, the percentage of schools and students to be involved, the curriculum areas, and the actual grade levels to be covered.

The *background and history* should briefly describe the original objectives and when updated for final reporting, alterations in objectives and resources should appear.

The *goals* for the program should reflect the highest priorities determined. Each of the priorities should be described in several brief sentences. This section, in general, should be more detailed and extensive than the sections on the scope and background of the program.

The *participants* of the program should be identified and described, with the major roles and responsibilities projected for participating students and faculty. Further consideration of program participants should include: staff by school, level, and curriculum area; community members and business, labor, and industry by areas of expertise; home and family members by relationship to participants; educational administrators and boards of education by educational program responsibility; and other educational agencies by expected inputs.

The *activities* of the program (those that currently exist and those that are projected) should be presented. Only major activities should be listed, and they should be described in terms of the kind and degree of staff and student involvement as well as in terms of their relation to various aspects of the career guidance program and its specific objectives.

The *financial aspects* of the program should be explained, including the sources and amounts of funding (including donated time and material). All major expenses should be listed to demonstrate the program's focus and real costs.

Plans for Processes

The titles of the next two major sections of the program plan (the program development process plan and the practice implementation process plan) reflect the two process education categories. Both plans require the same kinds of information. That information, listed below, should be related to a specific time line.

- Tasks associated with achieving the stated goals and objectives
- Positions and names of person(s) assuming major responsibility for seeing that the tasks are carried out
- Resources required to conduct the tasks
- Projected costs for carrying out each task

The only difference between the information in the program development process plan and the practice implementation process plan is the kind of goals (and tasks to carry them out) that are enumerated in each. The goals and tasks in the program development process plan are developmental. They are those that are involved in:

- Assessing student career development needs
- Developing behavioral objectives
- Assessing resources
- Developing guidance counseling practices
- Developing community relations
- Developing staff competencies

By contrast, the goals and tasks in the practice implementation process plan focus on the methods and procedures used to address specific program goals and objectives concerning delivery, such as those involved in:

- Counseling
- Guidance Practices
- Placement
- Follow-up/Follow-through

Both plans require the similar categories of information but that information will concern only the goals and tasks appropriate to each set of processes being planned. It is suggested that a form be

used similar to the one on the following page (called a program planning guide—Figure 5) to record program development process plans and practice implementation process plans. A completed sample program planning guide for these plans appears as Exhibits A2–A10 in Appendix A.

Plans for Product

The product (student outcome) plan deals with those program goals, program objectives, and behavioral objectives that address student development in the domains of:

- Self and interpersonal relations
- Career planning and decision-making
- Life role assumption

PROGRAM PLANNING GUIDE
Figure 5

Program Goal:

Program Objectives:

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

SECTION THREE

Developing the Evaluation Plan

The next step in the evaluation process for the *Rural America Series* is the development of an evaluation plan. The evaluation plan can be developed concurrently with the program plan once goals and objectives have been established in the program plan. This phase of planning involves posing questions regarding program goals and objectives. By developing an evaluation plan, sound methods for ascertaining answers to those questions will be identified and described. The evaluation plan, when implemented and thereby completed, will contain not only methods for answering questions but also the answers themselves. A good evaluation plan should bring about answers to the following questions:

- What was evaluated?
- Why was it evaluated?
- Who wanted it to be evaluated and why?
- What were the sources of data used in the evaluation?
- What instruments were used?
- What evaluation procedures were used?
- Over what time period did the evaluation take place?
- Who conducted the evaluating procedures?
- What were the competencies required to conduct the procedures?
- What in-service regarding evaluation was provided during what time period at what cost?
- What were the findings of the evaluation?

Developing the evaluation plan should be the joint responsibility of the coordinator and the Evaluation Committee chairperson. They may be assisted by the evaluation specialist identified at the outset of the planning period and by Evaluation Committee members. These individuals (except for the specialist, of course) need not be experienced evaluators; however, they do need enough knowledge to be able to become actively involved in evaluation decision-making.

Parts of the Evaluation Plan

The evaluation plan suggested herein consists of: (1) an evaluation planning guide—Figure 6, (2) a card file, and (3) a data storage system.

The evaluation planning guide should be filled out with your initial plans, using the suggested form as explained in the paragraphs below. In addition, a card file should be set up so that it contains all changes in planning from what is recorded on the evaluation planning guide. For instance, suppose you fill out the evaluation planning guide in November but do not evaluate a certain objective until next April. The planning guide column labeled "Personnel Available" would contain the names of persons you expected to be available to conduct the evaluation but, by April, their availability may have changed. It will be a simple matter to update the information in that column (and all other necessary) by recording appropriate changes in the card file. It is important that a copy of your evaluation planning guide be kept, no matter how outdated the initial plans recorded on it become. It will become very important during the reporting stage of your evaluation. The results sheet, Figure 7, should be used to record the findings of your evaluation of each objective in a manner detailed enough to be useful during your reporting stage. Appendix C contains numerous forms and techniques to accomplish this task.

Details of the Planning Guide

Below is an explanation of each of the columns of the evaluation planning guide. A sample evaluation planning guide appears as Exhibits B1—B10 of Appendix B of this guide.

Goal. Column 1 on each guide should contain a program goal established by the program plan. A guide page should be completed for each of the major program goals established by your needs assessment.

Objectives. Each program and behavioral objective established by the program plan should be listed in column 2, opposite the goal it addresses.

Evaluation Questions. Column 3 should be completed with a question or questions related to each objective listed. These questions will be answered by the evaluation of each objective. The evaluation questions stated there will reflect what information is needed about each objective and for what purpose. Which questions you pose will depend on the individual objectives they address, on who wants the information, and on the design of your evaluation. Because it is difficult to state meaningful examples of evaluation questions without also stating the objectives they accompany, no example evaluation questions are given in this section. However, it is suggested that by turning now to the sample evaluation planning guide in Appendix B, where appropriate evaluation questions appear with the objectives they accompany, the reader will be better able to understand the nature of evaluation questions.

As noted above, the evaluation questions chosen will be influenced by the evaluation design selected. Because the selection of an appropriate evaluation design is critical to the evaluation of that program, it is strongly recommended that selection be made with the assistance of an evaluation specialist. In general, deciding on an evaluation design amounts to deciding how you will determine the success of your program. For instance, you may want to determine its success by creating an evaluation design around answering the following global design questions (which should not be confused with specfic evaluation questions about each objective, discussed earlier in this section):

EVALUATION PLANNING GUIDE (Continued)

Figure 6

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost

EVALUATION PLANNING GUIDE

Figure 6

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments

RESULTS SHEET
Figure 7

Goal	Objectives	Evaluation Questions	Results

- How do activities for program participants differ within the group participating and/or between program participants and students not on programs?
- How do the outcomes (student achievement) for participants differ within the groups participating and/or between program participants and students not on programs?
- How do the activities relate to outcomes (in the instances where there are outcomes)?
- What planned or unplanned events or conditions facilitated the actual occurrence of the program plan?
- What prevented plans from being realized?

Evaluation designs, out of necessity, usually embody some degree of compromise between the need for valid and reliable findings and the realities of limitations inherent in any program. Some of the realities that should be considered are: the availability of information regarding sources and instrumentation; cost and time limitations; the level of detail and specificity required to answer the evaluation questions; and the expectations of funding sources and others to whom the school is accountable (e.g., parents, school board and other administrators, students, teachers, and staff). Answers to the following questions may help refine thoughts about which evaluation designs and evaluation questions are appropriate in a given situation.

- Who is interested and not interested in the career guidance program and for what reason?
- What do they want to know and what information is most important to them? Why?
- How much detail is necessary?
- Will providing necessary information require already available data or new data?
- What will determine whether or not the information can be provided?
- Which questions must be ruled out, given program goals, objectives, and data collection limitations?

The criterion reference design is usually most appropriate for answering the majority of evaluation questions that are likely to be posed regarding specified objectives. This design lends itself well to a nonstatistical treatment, which is an approach commonly employed by rural school districts. Some districts, however, will want to go beyond this limited design and will, therefore, consider using such other options with the recommendation of the evaluation specialist. These designs require careful attention to sampling; selecting the appropriate techniques for analyzing the subsequent data is another important decision that will require the help of the evaluation specialist.

The evaluation design and analysis techniques chosen are a critical influence that will affect what plans are recorded on the remainder of the evaluation planning guide.

Data Sources. Column 4 entries on the guide should spell out from whom or what the evaluative data for each objective will be collected. Sources are considered to be either direct or indirect. An example of a direct source is a student responding to a question regarding his/her opinion of a guidance method. An example of an indirect source is a teacher or parent reporting his/her observations of the student's response to a guidance experience.

Instruments. Column 5 should contain a list of the necessary tools for collecting and recording data about each objective. Among such tools may be questionnaires, performance tests, observation scales, daily logs, guidelines for interviews and summary reports. These instruments may be selected from appropriate ones already in existence or may be developed for the occasion.

Evaluation Procedures/Timelines. Column 6 should describe the procedures planned to carry out the evaluation of each objective. The anticipated start and end dates for evaluation activities regarding each objective should also be recorded there.

Evaluation Competency Requirements. Column 7 should contain a list of skills needed to successfully carry out the evaluation procedures.

Personnel Available. Column 8 should identify the person or persons who possess those skills required to carry out the procedures and who are expected to be available for the task.

Identified In-service Needs. Column 9 should contain a list of specific skills or information (pertaining to the administration of a particular instrument, for instance) that the individuals doing the evaluation will need but may not yet have.

In-service Activities. Column 10 should contain a list of the activities planned to help staff develop skills or acquire information they will need to conduct the evaluation.

Cost. Column 11 should contain the estimated cost of each in-service activity planned to enable staff to carry out the evaluation procedures.

Formative Evaluation

The evaluation plan is designed primarily to facilitate the formative evaluation process. Evaluation procedures, as established for each objective by the plan, can be carried out during the conduct of the program and results of that evaluation should be recorded on the results sheet (a sample results sheet appear as Exhibit 11 of Appendix B). As the results of the evaluation of individual objectives become available, it is imperative that they be communicated to those teachers, counselors, and others responsible for delivering on those objectives so that the results can be used to alter or reinforce the program. Continual change for the better, based on evaluative findings, is the purpose of formative evaluation. (Section Five of this guide elaborates further on this process.)

Summative Evaluation

Although the evaluation plan is designed primarily to aid in the formative evaluation process, it also serves as the basis from which the summative evaluation can take place at the end of the program. That summative approach to evaluation can be most effectively carried out by incorporating the evaluation plan in the following procedures:

- Contact a person who is qualified to conduct an evaluation audit, establish dates and agreement arrangements for such services.
- Provide this evaluation auditor with a summary of the formative evaluation data and a program description for his/her review at least two weeks prior to the audit.

- Provide school participants with data specific to them and guidelines to follow in preparation for the audit relative to their actual participation in the evaluation.

- Conduct an orientation meeting for the evaluation auditor upon his/her arrival in the district. Develop the evaluation agenda, expectations for results, and necessary clarifications for conduct.

- Allow at least one day for the evaluation auditor to conduct the evaluation visitations, interviews, collection of data from students, staff, and professionals in the buildings, and participating parents and community members.

- Provide an optional setting for the evaluation auditor to organize the evaluation data for communicating with participant groups.

- Conduct a debriefing session in which the evaluation auditor meets with participants to discuss commendations and recommendations.

- Conduct a reporting session for the evaluation auditor to present commendations and recommendations to the superintendent and school board and determine guidelines for releasing the evaluation results.

- If it is compatible with those guidelines, meet with representatives of the local news media so that the evaluation auditor can make statements about the results of the program.

- Provide necessary forms on which the evaluation auditor can return a report of the evaluation findings to the Evaluation Committee chairperson within about two weeks.

- Conduct the necessary meetings to develop the program report, incorporating the inputs of the evaluation auditor, the evaluation specialist, and the Evaluation Committee members.

The following section deals with the development of a final report based upon results of the formative and summative evaluations procedures.

SECTION FOUR

Implementing, Analyzing, and Reporting Results

Implementing the evaluation plan involved periodic evaluation conducted on a day-to-day basis which is essential for program "course correction." The questions which will need to be posed are for the most part included in the evaluation planning guide for formative evaluation. Procedures for answering such questions appear in the guide and should be carried out according to a proposed schedule. The answers to those questions, and to those posed by key decision-makers as suggested in Section One, in some instances will need to be analyzed with the assistance of the evaluation specialist. The time required for analysis will be determined by the designs selected and the complexity of the questions generated. Following the analysis of the collected data, *results of the evaluation* should be reported. Such a report is probably required by your administrator or funding sponsor(s) and also is essential for future planning to improve the program. In addition, the report can help remedy a situation cited in the *State of the Art Review* handbook—that there exists very little information about the career guidance programs provided by rural schools. Consequently, a report of your findings should prove beneficial to researchers and to decision-makers who are conducting career guidance programs in other rural schools and may, in fact, stimulate reports about other programs.

Reporting will vary according to local needs and demands of the school and personnel involved. Various ways of presenting data for ease of understanding and usability can be found through examining reports from a variety of local programs and adapting a format that best meets the needs of the district as determined by the superintendent, the Evaluation Committee, the evaluation specialist, the evaluation auditor, and other program participants.

The summative evaluation report will generally be reviewed as a document which reflects the extent to which planned objectives were accomplished, with or without additional outcomes meriting recognition. Categories for appraising objective treatment include:

- All planned objectives were met, with/without additional accomplishments
- Some planned objectives were met, with/without additional accomplishments
- No planned objectives were met

The reporting of objective which were not met should discuss:

- objective revision
- achievability potential for initially planned object
- outcome potential based on planned activities

Suggested Format

This handbook suggests a reporting format that can clearly accommodate local reporting requirements. That format consists of six sections, each of which is explained below. The sections are:

- Program description
- Evaluation questions and methods
- Results and discussion
- Conclusions and recommendations for planning
- Glossary
- Appendices

Program Description. The program description should serve as the introduction to the report. It should have already been written as part of the program plan discussed in Section Two; however, because of the realities of program implementation, updating will probably be necessary at this point. A sample program description is provided as Exhibit A1 in Appendix A.

Evaluation Questions and Methods. The second section of the report should spell out all the evaluation questions and the methods used to answer them. Questions altered from the original evaluation plan should be treated along with those that remain the same and the reasons for changes should be provided. A reproduction of columns 3-11 of the evaluation planning guide and column 12 of the results page would be helpful at this point of the report. The report writer should also provide explanations or reinforcing information in narrative form to accompany the reproductions. A rationale for the questions and methods should appear, as well as a discussion of the results.

Results and Discussion. This section of the report should include a complete list of all the evaluation questions, the evaluation results concerning each of them, and a discussion or explanation of those results. The actual worth of the questions asked and any subsequent alternations should be noted. An explanation of any lack of information originally sought should be presented. It is in this section that all figures, graphs, charts, or illustrations that depict the changes or lack of changes that occurred for the duration of the program should appear. Exhibit D1 is a sample results and discussion section.

Conclusions and Recommendations. The conclusion should include a summary of the actual findings that reflects a global analysis rather than a multitude of various details. It is in this final section that evaluation questions that left something to be desired are pointed out and a variety of general recommendations are made to alter such questions and procedures for future programming purposes given. Exhibit D2 shows how conclusions and recommendations could be presented.

SECTION FIVE

Recommendations for Using Evaluation Results

Introduction

Perhaps at this point it is useful to briefly summarize some of the essential concerns described earlier in the guide. First, a process model for evaluating a comprehensive rural guidance program was suggested, developing out of systematic planning in which six major steps were shown. These steps were:

1. Assessing needs
2. Developing objectives
3. Assessing resources
4. Developing strategies and programming
5. Implementing
6. Evaluating

Obviously, the model is stressing the concept of systematic and careful planning. This is particularly important if program coordinators and evaluators expect to have evaluation results finally utilized. Without this systematic planning, evaluation could simply become the "add-on" part of the program rather than a meaningful, integral part of it.

Second, the approach to designing an evaluation plan was divided into: program development process evaluation; practice implementation process evaluation; and product (or student outcome) evaluation. *Program development process evaluation* focuses heavily on planning and setting up or establishing the comprehensive career guidance program. Evaluation here is for the purpose of monitoring on a periodic basis to update planning endeavors. *Practice implementation process evaluation* emphasizes the evaluation of the effectiveness of the delivery process for actual guidance practices (e.g., counseling, placement, etc.) being implemented in the program. *Product evaluation* is the process of determining the extent to which students in the guidance program are achieving the specified expected outcomes. The distinctions between these three areas are not merely academic but instead have a great bearing on how results are emphasized in a report and especially on how they are used.

Third, a number of other issues or concerns were described. Summative evaluation (an overall judgment-type of evaluation) has been compared to formative evaluation (preliminary testing for quick, immediate feedback purposes). The steps and procedures necessary for both evaluation planning and the generation of evaluation reports have also been explained in detail.

Finally, forms for and samples of all procedures were included in the test of the guide or appear in the appendices. They provide valuable guidelines for conducting an evaluation of a comprehensive career guidance program in a rural school environment.

Different Uses for Data

The guide refers to two sets of decision-makers who need evaluation data but use it for somewhat different purposes. *Key decision-makers,* such as the superintendent and other administrators, school board members, and representatives of outside agencies, are responsible for making decisions bearing on program extension or curtailment or changes in program direction. "Day-to-day" decision-makers deal with the program on a more frequent and direct basis. Among them are members of the Planning and Evaluation Committees, principals, and teachers. Because each group of decision-makers is responsible for making different kinds of decisions, each requires a different kind of evaluation data.

The information needed by the key decision-makers is summative in nature. For example, for their purposes, brief periodic (perhaps every three or six months) summaries are needed of program progress. Even during the program development process, these individuals require updating about progress toward accomplishing such aspects of the program as needs assessment, resource assessment, staff development, and so forth. When guidance practices are being implemented they will want to know how well those practices are evolving, what problems are being encountered, what recommendations the program staff would like to make, and what changes in participants are being noticed. These types of summaries can easily be developed from and are a natural outgrowth of the evaluation planning guide depicted in Appendix B.

When the data reveals some objectives are met, and some are not, there are a variety of procedures which may be employed to enhance those which were met or performed and to bring about expected results on those which were not. One suggested set of procedures would be to:

1. divide into objectives met and unmet,
2. determine if those which were met can have broader application,
3. determine alternatives to overcome reported shortcomings in unmet objectives,
4. analyze carefully the similarities and differences in objectives which were met and unmet in order to identify possible variables which had not been accounted for,
5. plan strategies for implementation of those revised objectives which appear to have probable success. Schedule time in such a way as to review activities periodically in order to monitor progress, and
6. for those unmet objectives which show a low probability for success, actions may include
   - altering the activity considerably (devise new strategies),
   - continuing activity using resources that have a higher probability for success (lower level criteria for success),
   - transplanting resources and activities into other areas, and
   - discontinuing activities and adaptive resources to other activities and abandon these objectives.

When all of the planned objectives are met, and all expected outcomes have been realized, several considerations should follow. Proof now exists which indicates that program activities will result in the planned program outcomes and beyond this, the level of program activities proposed are not adequate to bring about the planned results.

When all objectives are achieved, examination of the total career guidance program plan should continue. A high degree of refinement may be possible at this point. Further improvement might involve:

- combining time reduction activities to reach planned objective
- increasing the use of current resources and time by enlarging the size of groups to be served
- expand the population parameters so that more students can be served without the additional resources and time to provide the separate experience, and
- increase level variation of resources to provide a higher degree of accomplishment.

The evaluation report is absolutely essential to meet the product (student outcome) evaluation needs of the major decision-makers. It is this document that contains a summary of all pertinent information. It is intended to communicate progress, effectiveness, problems, problem resolution, and recommendations for future program improvement in an orderly and comprehensive manner. Because of this, the document will probably be rather lengthy (more than fifteen pages) and it is likely that only a few of the major decision-makers will need to study it in depth. It is suggested that key findings and recommendations be selected from the report to be used in oral reports and abstracts of the report for those decision-makers not requiring the details provided in the total report. To give the decision-makers a balanced perception of the program, it is further suggested that the oral reports and abstracts contain information relating to both program strengths and weaknesses.

Short report summaries are especially important in communicating with decision-makers. Two-to-five page summaries or excerpts from prime findings are better received and thus more effective than long ones. These can be further highlighted by the use of tables or figures that illustrate salient points and add variety to the text. It should be noted that this approach is likely to be appropriate in communicating with those responsible for making day-to-day operating decision.

These decisions are analogous to in-course corrections as the program is being developed. The program coordinator and the evaluation chairperson have the responsibility to provide evaluation information in a timely manner so that it can be quickly utilized. Timeliness is stressed inasmuch as many types of information quickly lose their pertinency. Again, the evaluation plan is invaluable as a source for identifying useful information. For example, in developing behavioral objectives that reflect the district's career development goals and that cover the entire K-12 grade spectrum (see Exhibit B-2) it will be necessary to carefully monitor the whole development process. Are objectives being completed on schedule for all grade levels? Are they logical extensions of the goals? Are they in accord with the established standards for behavioral objectives? Since the objectives are so important to the entire process of program development, it will be mandatory that the step-by-step procedures for developing them be followed very closely. The coordinator and the evaluation chairperson must be on top of the entire process and should frequently report progress to various parties involved in the process. Short summaries of this information should also be prepared for the Planning Committee and discussed on a monthly (or more frequent) basis. As specified earlier, brevity in these reports is important. Also note that this in-process information is probably not so important for the major decision-makers.

For implementing a guidance program, the same evaluation process can be applied. Here questions might include the following: Are all the necessary materials available for implementation? Does the program seem to be having some interim impact on participants? Are teachers and guidance counselors having any difficulties in program understanding and how to implement their roles? Corrective actions here may actually require some alteration in the actual structure of the program. Teachers may, in some situations, need more or different additional in-service assistance than was initially realized. Program success may depend heavily on providing that assistance. Thus, the collection and use of formative information is a necessary condition for insuring program success. Depending on the size and nature of the in-course correction, the coordinator and Evaluation Committee chairperson may even elect to bring the matter to the attention of those at the prime decision-making level.

Product (student outcome) evaluation is as necessary for the "day-to-day" decision-makers as it is for key administrators and others at a higher level, although it serves a somewhat different purpose. Both levels use the information for future planning, but it also helps those intimitely and directly involved with program operation and implementation to get a sense of how well they have done. We all seem to evaluate our performance against performance standards or against the performance of others. If we want to improve, we need to know how far we have developed. To accomplish this it is suggested that copies of the total evaluation reports be made accessible to all interested staff. Summaries of the report as described previously could be utilized to communicate to teachers, counselors, etc. And, if possible, small meetings (20-25 participants) should be scheduled to present the results and to answer any questions that might arise.

As in the case of formative data, timeliness is important for communicating this summative data, especially for those directly involved in program implementation. Timeliness is a less crucial concern at the higher decision-making level in regard to the product evaluation report.

Concluding Comments

Evaluation in the rural school setting is a simple tool essential to planning for and improvement of a career guidance program. When the results indicate that the program has met expectations, then results should be used for further development and enhancement. When expectations are not reached, results are used for determining what is necessary to improve performance. The effectiveness of the career guidance program planning and implementation is initiated by evaluation reportings.

Many recommendations have been made in this section for using evaluation results. It should be recognized that each school district that develops and fully implements a comprehensive career guidance program will have its own unique character. For this reason the reader should view this section as a springboard of ideas for creatively using the evaluation results in his/her district.

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APPENDIX A

Sample Program Plan

Sample Program Description	Exhibit A1
Sample Program Planning Guide	Exhibit A2 – A11
For program development processes	Exhibits A2 – A7
For practice implementation processes	Exhibits A8 – A10
For product evaluation	Exhibit A11

Exhibit A1

Sample Program Description

Scope

Green Valley School District is located in Green Valley Township, Iowa, population 2,438, in a predominately agricultural region. The school district serves 550 students who attend the district's two elementary schools, one junior high school, and one senior high school. Three business concerns employ most of Green Valley's graduates who do not go into farming.

Background and History of Career Guidance Program

The superintendent of the Green Valley School District initiated the development of a comprehensive career guidance program designed to facilitate the career development of students (K-12). Initial program planning was conducted on an informal basis during the early part of 1975. The Iowa State Department of Education supported a request for funding and awarded the district $10,000 to develop a comprehensive program. Mr. Brian Martin was selected to serve as the program coordinator for the four schools in the district to plan and develop a comprehensive career guidance program following a systematic approach. The overall purpose of the career guidance program is to facilitate the career development of students in grades K-12 in the areas of self and interpersonal relations, career planning and decision-making, and life role assumption.

Program Goals

The goals of the first year effort follow:

1. To assess the career development needs of Green Valley students

   It is believed that the direction that the career guidance program would take should be responsive to the actual needs of the students.

2. To develop behavioral objectives that reflect the career development needs of Green Valley youth in order to guide the development of career guidance activities.

   Great attention was to be given to the development of student behavioral objectives. Before any strategies for delivering career guidance can be initiated, it is first necessary to state the expected student outcomes in measurable terms.

3. To assess the resources available in Green Valley Township and surrounding areas that could be used to help meet the objectives.

4. To provide teachers, counselors, administrators, and other persons with the in-service necessary to implement the district's career guidance program.

   During the first year of the program, heavy emphasis would be placed on orienting staff to the career guidance program. Numerous workshops were anticipated in an effort to increase

Exhibit A1 (continued)

the knowledge, understanding, and skills of staff members in carrying out their new roles and responsibilities.

5. To provide individual and group career counseling to all students.

   The district's two counselors were to begin the development of an organized call-in counseling service. It was also hoped that the number of individual counseling sessions could be increased.

6. To implement career guidance objectives into subject matter areas at each school level.

   During the first year, implementation efforts would be directed at meeting the highest priority needs of students. Specific activities to be undertaken would not be determined until after the student behavioral objectives had been written. However, the program coordinator believed that general awareness student goals could be met through a career resource center in each building.

7. To promote a systematic approach to school-community cooperation through community relations and involvement efforts.

   Right from the inception of program planning it is important to build community support for the career guidance program. This goal was to receive high priority during the first year of program planning. Community support quite naturally leads to community involvement at later stages of program development.

8. To evaluate the effectiveness of the program in meeting its first year plans.

   All during the year, staff members involved in planning the career guidance program would be involved in ongoing evaluation for improving the program. At the end of the year, a third-party evaluation would be conducted and results submitted to the program coordinator and to the Iowa State Department of Education.

Program Participants

Program Director — Mr. Brian Martin

Program Planning Committee — This committee will consist of parents, students, community members, and school personnel.

Building Representative — A building representative will be appointed to coordinate the activities in each building.

White Birch Elementary School

1	Principal
6	Teachers (full-time)
120	Students

Exhibit A1 (continued)

Morning Street Elementary School

1	Principal
5	Teachers
95	Students

Green Valley Junior High School

1	Principal
1	Counselor
6	Teachers (full-time)
8	Teachers (part-time)
160	Students

Green Valley Senior High School

1	Principal
1	Counselor (Brian Martin)
8	Teachers (full-time)
7	Teachers (part-time)
225	Students

Activities

1. The program coordinator was to assume responsibility for identifying and forming a program planning committee. Brian Martin would identify interested persons from the community at large, parents, school staff personnel, and students. This committee (after receiving sufficient orientation to program rationale) would then provide input to program planning.

2. A Needs Study Task Force would be established in the early stages of program planning. This group would develop (or modify existing) career development questionnaires to be administered to a representative sample of students, parents, community members, and school staff.

3. Members of the Needs Study Task Force would be responsible for the administration of a career development needs assessment instrument to students. Teachers would assist in administering the instrument.

4. The Needs Study Task Force would compare goal standards and actual student performance and then rank student needs. These needs would then be reported to the planning committee students, teachers, and community members.

5. The planning committee would select a group in each building that would be responsible for developing behavioral objectives. This group would then be oriented to their task by the staff development leader.

Exhibit A1 (continued)

6. Each behavioral objective group would write behavioral objectives that reflect their local career development goals. These behavioral objectives would reflect affective and cognitive learning experiences.

7. The behavioral objectives groups would review and revise the written behavioral objectives, based upon the established criteria and then submit the behavioral objectives to the Program Planning Committee.

8. The program planning committee would select district- and building-level persons responsible for the task of resource assessment.

9. School staff, students, and community members would identify human, material, facilitative, and organizational resources necessary to implement the career guidance program. These people would be under the direction of the resource assessment leader.

10. A resource catalog would be developed and used to locate identified resources that meet the requests of teachers and counselors. The catalog would be developed with the assistance of students and teachers under the direction of the resource assessment leader.

11. Teachers and counselors would actively involve resource persons in their career guidance activities.

12. The resource assessment leader would implement a method for updating the resource assessment catalog. Teachers and students would be involved in the updating process.

13. The planning committee would establish a Staff Development Committee and form a cadre of trained staff to provide overall leadership for in-service efforts.

14. The staff development committee would determine the staff needs for implementing a career guidance program through an assessment instrument.

15. The staff development committee would conduct ongoing staff development programs through a variety of in-service techniques.

16. The staff development committee would publicize staff development activities to those who would be involved in such activities.

17. The staff development committee could evaluate each staff development effort in order to improve efforts.

18. The counselor would provide individual career development counseling to students. This would be a counselor-initiated activity.

19. The counselor would provide group counseling activities that facilitate career development in students. Teachers would assist the counselor in the activities.

Exhibit A1 (continued)

20. Parents would be involved in providing career development activities for their children. Teachers would provide a wide variety of suggestions to the parents on how they can impact upon the career development of their children.

21. Teachers would be involved in providing career development experiences through subject matter. They would develop a guide for planning career guidance classroom activities.

22. Teachers, students, administrators, and community members would be involved in implementing non-subject matter career guidance activities.

23. Community members would be involved in providing career development experiences to students. The teachers would develop guidance activities that would involve the community.

24. A community relations committee and facilitator would be selected by the Planning Committee to provide leadership to the district's community relations and involvement efforts.

25. The community relations committee would use a variety of strategies to communicate the career guidance program to the public.

26. The community relations committee would develop and implement plans for activities that bring community members into the school.

Financial Aspects

The following is a presentation of the cost of each major component of the Green Valley career development program.

1. Needs assessment—takes place approximately from the second week in September to the second week in November and costs approximately $60.00.

2. Behavioral objectives—takes place approximately from the second week in November to the third week in December and costs approximately $20.00.

3. Resource assessment—starts approximately the second week in October and is ongoing and costs approximately $20.00.

4. Staff development—is an ongoing activity that has a varying cost depending upon the activity. The cost can range from $100.00 up.

5. Counseling—is an ongoing activity whose cost varies depending upon the activities. It can cost upwards of $100.00.

6. Career guidance practices—begin approximately in the second week in January and are ongoing, ranging in cost depending upon the activity.

Exhibit A1 (continued)

7. Community relations and involvement—is an ongoing activity and ranges in cost depending upon the activity.

8. Placement—is an ongoing activity and ranges in cost depending upon the activity.

EXHIBIT A2
PROGRAM PLANNING GUIDE
(Career Development Needs Assessment)
Program Development Process

Program Goal: To assess the career development needs of students.

Program Objectives: To develop student career development needs assessment instruments or modify existing instruments to suit local conditions.

To measure student career development performance.

To develop and prioritize career development goals based on needs assessment data.

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To form a Needs Study Task Force	Coordinator	Duplication Postage	Letter Postage												
2. To determine what should constitute a student's career development	Needs Study Task Force	Duplication Postage	Life Role Development Model Memorandum Questionnaire Postcards												
3. To rank in order the importance of the general goals	Needs Study Task Force	Duplication Postage	Postage Questionnaire Goal tables												
4. To develop concrete career guidance goals	Needs Study Task Force	Duplication Postage	Importance surveys Memos Postage Goal tables												
5. To rank concrete goals	Needs Study Task Force	Duplication Postage	Goal tables												
6. To pilot test student needs assessment instruments	Needs Study Task Force	Duplication Postage	Student Career Development Performance Questionnaires Students												
7. To measure students' performance	Needs Study Task Force	Duplication	Career Development Needs Assessment Instruments												
8. To compare goal standards and actual student performance	Needs Study Task Force	Duplication	Charts and tables												
9. To rank student needs and report findings	Needs Study Task Force	Duplication	Tables Reporting forms												

*Items underlined in this column are related to resources you can find in various handbooks in the *Rural America Series.*

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A3
PROGRAM PLANNING GUIDE
(Program Development Process)

Program Goal: To develop behavioral objectives that reflect the career development needs of youth in order to guide the development of career guidance activities

Program Objectives:

To orient to their task individuals responsible for developing behavioral objectives

To write behavioral objectives that reflect local career development goals.

To review and revise written behavioral objectives based on established criteria.

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To select a group and leader at each building who will be responsible for behavioral objective development	Program Planning Committee		Volunteers			■									
2. To conduct a behavioral objective	Behavioral Objectives Leader	Duplication	Rural America Series Handbook Behavioral Objectives			■									
3. To brainstorm the four parts of a behavioral objective (actor, behavior, condition, degree of success) for each career development goal	Behavioral Objective Group	Duplication	Worksheets			■									
4. To write behavioral objectives that reflect affective and cognitive learning experiences	Behavioral Objective Group	Duplication	Forms and Worksheets				■								
5. To review behavioral objectives based on established criteria	Behavioral Objective Group	Duplication	List of criteria				■								
6. To rewrite behavioral objectives based on the review process and submit objectives	Behavioral Objective Group	Duplication	Forms				■								

*Items underlined in this column are related to resources you can find in various handbooks in the *Rural America Series.*

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A4
PROGRAM PLANNING GUIDE
(Resource Assessment)
Program Development Process

Program Goal: To assess the resources available in the community and surrounding area.

Program Objectives:
To identify human, material, facilitative, and organizational resources necessary to implement the career guidance program.
To develop a resource catalog that can be used to locate identified resources that meet the requests of teachers and counselors.
To actively involve resource persons in the career guidance program..
To implement a method for updating the resource catalog.

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To assign district- and building-level persons to the task of resource assessment.	Program Planning Committee				■										
2. To determine the sources of potential community resources	Resource Assessment Leader	Duplication	Source identification list Meeting room Local directories		■										
3. To have teachers collect data about themselves as human resources, about the material and facilitative resources within their classrooms, and about their students as human resources	Building contact person for each building	Duplication	Staff personal data form Staff survey of materials resources Staff survey of facilitative resources Student survey for students in grades 4–6 Student survey for students in grades 7-14			■									
4. To have students obtain information concerning their parents as potential resources	Building contact person for each building	Duplication	Parent survey form Cover letter			■									
5. To have selected students and parent support group collect data from community sources	Resource Assessment Leader	Duplication Postage	Completed source identification list Community resource survey Cover letter			■									

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A4 (Continued)
PROGRAM PLANNING GUIDE
(Resource Assessment)

Program Goal: ~~To transfer~~ data

Program Objectives:

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
6. To transfer data from survey forms to resource catalog sheets involving students	Resource Assessment Leader	Duplication	Resource Catalog Sheets Completed surveys			■									
7. To develop resource catalog	Resource Assessment Leader	Binders	Binders			■									
8. To continually update resource catalog	Resource Assessment Leader	Duplication	Forms				■	■	■	■	■	■	■	■	■

*Items underlined in this column are related to resources you can find in various handbooks in the *Rural America Series.*

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A5
PROGRAM PLANNING GUIDE
(Process)

Program Goal: To evaluate the effectiveness of the career guidance program development and practice processes.

Program Objectives: To conduct an ongoing evaluation of various components of the career guidance program.

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To form an Evaluation Committee for ongoing evaluation	Program Planning Committee			■											
2. To orient committee members to their responsibilities	Staff Development Committee		In-service materials	■											
3. To collect and analyze data on various aspects of the guidance program	Evaluation Committee	Duplication Postage	Various forms		■	■	■	■	■	■	■	■	■		
4. To provide useful information to the Planning Committee on how to improve the career guidance program	Evaluation Committee	Duplication	Analyzed data			■	■	■	■	■	■	■	■		

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A6
PROGRAM PLANNING GUIDE
(Staff Development)
Program Development Process

Program Goal: To provide teachers, counselors, administrators, students, and other persons with the in-service necessary to implement the district's career guidance program.

Program Objectives:

To provide staff, time, and resources for conducting in-service efforts
To determine staff needs for implementing a career guidance program
To use a variety of in-service techniques in providing staff development
To provide orientation to the career guidance program
To provide ongoing staff development programs based upon identified needs
To publicize staff development activities
To determine whether staff has applied new competencies acquired during in-service sessions

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To form a Staff Development Committee to provide overall leadership for in-service efforts	Program Planning Committee			■											
2. To form a cadre of trained staff to provide in-service education at the building level	Staff Development Committee	Duplication	Questionnaire		■	■									
3. To determine the nature and scope of local needs for staff development	Staff Development Committee	Duplication	Staff survey Staff Development Questionnaire		■	■	■	■	■	■	■	■	■	■	■
4. To provide staff with orientation	Staff Development Committee	Depends upon program	Refreshments Handouts Equipment Materials		■	■	■	■	■	■	■				
5. To provide ongoing staff development programs based upon identified needs	Staff Development Committee	Varies	Staff Development Planning Guide Materials and supplies deemed necessary		■	■	■	■	■	■	■	■	■		
6. To publicize staff development efforts	Staff Development	Postage Duplication	Postage Announcements		■	■	■	■	■	■	■	■			
7. To evaluate each staff development effort	Staff Development Committee	Duplication	Questionnaire		■	■	■	■	■	■	■	■	■		

*Items underlined in this column are related to resources you can find in various handbooks in the *Rural America Series.*

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A7
PROGRAM PLANNING GUIDE
(Community Relations and Involvement)
Program Development Process

Program Goal: To promote a systematic approach to school-community cooperation through community relations and involvement efforts.

Program Objectives:

To gain increased support for the school's curriculum with specific focus on the career guidance program.

To increase the quality and quantity of community member participation in the school program and, especially, its career guidance activities.

To implement plans for using the school in the interest of meeting community needs.

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To select and orient a community relations committee and facilitator	Coordinator Administrator		Orientation materials	■											
2. To determine a list of events about which information needs to be communicated	Community Relations Committee				■	■	■	■	■	■	■				
3. To use a variety of strategies in communicating the career guidance program to the public	Community Relations Committee	Photographs Postage	Announcements Photographs Postage		■	■	■	■	■	■	■	■	■	■	
4. To develop and implement plans for activities that bring community members into the school	Community Relations Committee								■	■	■	■	■		
5. To encourage school groups to serve in the betterment of the community	Community Relations Committee										■	■			
6. To evaluate the effectiveness of the community relations program	Community Relations Committee	Duplication	Evaluation Questionnaires										■	■	

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A8
PROGRAM PLANNING GUIDE
(Counseling)

Program Goal: To provide individual and group career counseling to all students.

Program Objectives: To provide individual career development counseling.
To provide group counseling activities which facilitate career development.

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To establish and maintain an organized call-in counseling service	Counselor		Counseling Space												
2. To provide individual career counseling sessions that are counselor initiated	Counselor		Individual Inventories												
3. To develop and implement an individual inventory service	Counselor	Postage Duplication	Tests Inventories Questionnaires												
4. To provide students with the educational, social, and occupational information requisite to effective decision-making	Counselor		Materials that provide educational, social, and occupational information												
5. To evaluate the effectiveness of individual career counseling	Counselor	Duplication	Questionnaires and forms												
6. To involve other individuals so that counseling can be better attained	Counselor	Duplication	In-service materials												
7. To provide group counseling activities that facilitate career development	Counselor and Staff	Depends on activity	Depends on activity												
8. To evaluate the effectiveness of group counseling	Counselor and staff	Duplication	Questionnaire Forms												

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A9
PROGRAM PLANNING GUIDE
(Career Guidance Practices)
Practice Implemented Process

Program Goal: To facilitate the career development of students through home, school, and community-centered career guidance practices

Program Objectives:

To involve teachers in identifying career guidance objectives that might be achieved in the home.
To develop various approaches for building upon the strengths of the home environment and presenting a wide variety of suggestions to parents.
To determine the effectiveness of parent education programs that have been implemented.
To develop a guide for planning career guidance classroom activities.

(Program Objectives continued on next page)

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To orient classroom teachers to home centered activities	Staff Development Committee		In-service materials					■							
2. To determine which behavioral objectives can be met through home-centered activities	Teachers		List of behavioral objectives					■	■						
3. To develop parent awareness of the many ways in which career development can be facilitated in the home	Teachers	Duplication	Materials for parents						■	■	■	■			
4. To determine the effectiveness of parent education programs that have been implemented	Teachers	Duplication	Evaluation questionnaires										■		
5. To orient classroom teachers to the concept of infusing career guidance activities in the curriculum	Staff Development Committee	Duplication	In-service materials			■									
6. To develop career guidance activity plans for subject matter areas	Teachers	See activity plan	Materials on activity plan				■	■	■	■	■	■			
7. To implement subject matter career guidance activities in the classroom	Teachers	See activity plan	Materials on activity plan						■	■	■	■	■		
8. To evaluate subject-matter-centered career guidance activities	Teachers	See activity plan	Materials on activity plan							■	■	■	■		
9. To in-service staff to nonsubject-matter-centered guidance	Staff Development Committee		In-service materials						■	■					
10. To develop nonsubject-matter-related guidance activities	Staff	Depends on activity	Depends on activity							■	■	■			
11. To implement guidance activities that are nonsubject-matter-centered	Staff	Depends on activity	Depends on activity								■	■	■	■	■
12. To judge the effectiveness of the nonsubject-matter-centered guidance activities	Staff	Depends on activity	Depends on activity									■	■	■	■

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A9 (Continued)
PROGRAM PLANNING GUIDE
(Career Guidance Practices)

Program Objectives: (continued)

To provide career development experiences within the subject matter presentations of all classrooms.
To evaluate the effectiveness of subject-matter-centered career guidance activities.
To involve teachers, students, administrators, and community members in nonsubject-matter-centered career guidance activities at the school or district level.
To evaluate the effectiveness of nonsubject-matter-career guidance activities that have been implemented .
To identify career guidance objectives that may be met in community settings.
To actively involve community members in providing career development experiences to students.
To evaluate the effectiveness of community centered career guidance activities.

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
13. To orient classroom teachers to community-centered guidance activities	Staff	Depends on activity	Depends on activity									■			
14. To develop guidance activities that involve the community	Teachers	Depdnds on activity	Depends on activity									■	■		
15. To implement community-centered guidance activities												■	■	■	■
16. To evaluate the effectiveness of the community-centered guidance activities	Teachers	Depends on activity	Depends on activity										■	■	■

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A10
PROGRAM PLANNING GUIDE
(Placement)
Practice Implementation Process

Program Goal: To provide placement opportunities for all students.

Program Objectives:
To identify placement opportunities available to students.
To increase probability of students being able to secure placement opportunities.
To expand the range of opportunities available to students.
To maintain placement opportunities obtained.
To evaluate placement opportunities obtained.
To evaluate the effectiveness of the placement program.

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To locate existing placement opportunities	Counselor	Surveys Directories	Surveys Directories												
2. To disseminate information about existing placement opportunities	Counselor	Duplication	Information collected												
3. To develop community support for placement program	Counselor	Duplication	In-service materials												
4. To increase students' contacts with placement providers	Counselors Teachers	Depends on activity													
5. To assist students in the development of personal competencies for placement	Counselors Teachers	Depends on activity													
6. To develop programs to meet ancillary placement needs of students	Counselors Teachers	Depends on Activity	Depdnds on activity												
7. To eliminate unnecessary qualification barriers	Counselor	Duplication	Surveys												
8. To eliminate inappropriate screening procedures or criteria	Counselor														
9. To restructure existing jobs to better accommodate student needs	Counselor														
10. To increase opportunities available to students	Counselor														
11. To reinforce school community cooperation	Counselor	Duplication	Program materials												
12. To provide follow-through services to all students															
13. To evaluate the placement program															

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

EXHIBIT A-VI

PROGRAM PLANNING GUIDE
(Product Evaluation)
Practice Product (Student Outcomes)

Program Goal: To evaluate the effectiveness of the career guidance program.

Program Objectives: To assess the impact of the total career guidance program on student outcomes in domain areas of self and interpersonal relations, career planning and decision making and life role assumption.

Task	Person(s) Responsible	Projected Cost	Resources Needed	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
1. To determine the effectiveness of the career practices guide	Evaluation committee or third party evaluator	Duplication	Forms Evaluation instruments												

NOTE: This form provides for twelve months' planning. It is suggested that you expand it to accommodate planning for up to two years.

APPENDIX B

Sample Evaluation Plan

Sample Evaluation Planning Guide	Exhibits B1–B10
Sample Results Sheet	Exhibit B11

EXHIBIT B1
Evaluation Planning Guide for Career Development Needs Assessment Program Development Process

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments
To assess career development needs of students	1. Career development needs assessment instruments will be developed or modified to meet local needs.	• Do the developed instruments measures the needs of students K-12? • For what other populations have instruments been developed? • Do the items on the instruments reflect career development goals?	Counselors administrators Counselor Counselor	Career development needs assessment instruments
	2. A career development needs assessment instrument will be administered to students and other populations.	• How many instruments were administered? • To whom were career development needs assessment instruments administered?	Counselor Counselor	Career development needs assessment summary reporting form
	3. Career development goals will be developed and ranked according to the analysis of the needs assessment data.	• Have career development goals been developed? • Are career development goals ranked according to established criteria?	Guidance program coordinators Guidance program coordinators	Personal contact

EXHIBIT B1 (Continued)

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost
• Examine career development needs assessment instruments. Sample instruments are provided in *Career Development Needs Assessment.* • Tabulate responses from career development needs assessment instruments on summary reporting form. • Observe list of career development goals. • Compare criteria for prioritizing goals with the list of career development goals.	Data interpretation skills Data analysis skills Item construction Assessment administration skills Evaluation reporting skills Evaluation procedure experience	Counselor educator from nearby university Counselor Area consultant	Data analysis and interpretation Evaluation report writing Item construction	One day workshop on data analysis, interpretation, item writing, and evaluation report writing	$100.00 consulting fee

EXHIBIT B2
Evaluation Planning Guide for Behavioral Objectives
Program Development Process

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments
To develop behavioral objectives that reflect the career development needs of youth in order to guide the development of career guidance activities	1. The individuals responsible for developing behavioral objectives will demonstrate their ability to develop them.	• Do the individuals in the group demonstrate an ability to develop behavioral objectives?	Administrators	
	2. Individuals or committees including teachers, students, administrators, counselors, and the coordinator will develop the district's career development behavioral objectives.	• Who developed the career guidance behavioral objectives?	Counselor & administrators	Behavioral objectives form
	3. The behavioral objectives will be written to reflect the district's career development goals.	• Do the behavioral objectives meet the local career development goals?	Administrators	Behavioral objectives form
	4. Behavioral objectives for each career development goal will impact upon each grade level.	• How many behavioral objectives have been written for each career development goal? • How many behavioral objectives were written for each grade level?		Behavioral objectives form Composite behavioral objective form
	5. The behavioral objectives developed for the career guidance program will impact upon the knowledge, comprehension, and application domains of learning.	• Do the behavioral objectives treat knowledge, comprehension, and application?		Composite behavioral objective form

EXHIBIT B2 (Continued)

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost
• Review the written behavioral objectives to determine whether all components are present. • Examine list of behavioral objective group members. • Examine all behavioral objectives forms submitted to determine who wrote objectives. • Review the behavioral objectives to determine whether they reflect the goals. • Analyze the behavioral objectives form and report on the composite behavioral objectives form. • Summarize information from the composite behavioral objectives form.	Behavioral objective writing skills Analyzing behavioral objectives related to local needs assessment	Classroom teachers and counselor Counselor	*Behavioral Objectives,* the self-instructional handbook in the *Rural America Series*	One hour group meeting with self instructional handbook	

EXHIBIT B3
Evaluation Planning Guide for Resource Assessment Program Development Process

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments
To assess the resources available in the community and surrounding area necessary for implementing the career guidance program	1. The district career development resource assessment process will involve teachers, parents, and other community members.	• Were all groups represented? • What was the total number of people involved? • How many people in each group were involved?	Resource assessment leader	Resource assessment survey summary form Survey forms in Resource Assessment
	2. A career resource catalog will be developed to meet the requests of teachers and counselors.	• Is there a resource catalog and is it organized? • Does the resource catalog meet the needs of teachers and counselors?		Resource request and report form Resource request summary report form
	3. An attempt will be made to actively involve a variety of persons in the career guidance program.	• Was being involved in the career guidance program viewed positively or negatively by the resource person?		Numerous questionnaires found in Career Guidance Practices and Community Relations and Involvement
	4. A method for updating the resource catalog will be implemented.	• Has the updating process been carried out?		Personal contact

EXHIBIT B3 (Continued)

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost
• Analyze resource survey forms (*Resource Assessment)* from all populations and tabulate and summarize the number of persons responding by population. • Observe Resource Catalog • Analyze teacher resource request and report form found in *Resource Assessment.* • Summarize which requests for resources were filled and which were not filled and explain why. • Examine questionnaires that resource persons filled out. Contact each school to see if they have received an updated resource catalog.	Survey construction Assessment administration skills Evaluation reporting skills Catalog construction skills Transferring data skills	Counselor educator from nearby university Counselor Career development coordinator Area consultant	Catalog construction skills Data transferring	One half-day workshop on transferring data and constructing catalog	$100.00 for any consulting fee

EXHIBIT B4
Evaluation Planning Guide for Process Evaluation
Program Development Process

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments
To evaluate the effectiveness of the career guidance program development and Practice Processes	1. An ongoing evaluation of various components of the career guidance program will be conducted.	• Have data collection and reporting procedures been established for each component of the program? • Have all aspects of the program process been evaluated? • Are recommendations to the Program Planning Committee helpful?	Evaluation Committee member	
	2. The impact of the career guidance program process will be assessed.	• Has the total impact of the program process been assessed?	Evaluation Committee members Sample students	

EXHIBIT B4 (Continued)

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost
• Interview a member of the Evaluation Committee • Review final report					

EXHIBIT B5
Education Planning Guide for Staff Development
Program Development Process

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments
To provide teachers, counselors, administrators, students, and other persons with the in-service necessary to implement the district's career guidance program	1. The staff development leader will be provided with sufficient staff, time, and resources to provide planning, implementation, and evaluation leadership for in-service efforts.	• How much time, staff support, and resources were made available to the staff development leader? • Were staff, time, and resources sufficient for providing the necessary leadership for in-service efforts?	Administrator	Staff development planning guide in Staff Development Staff development leader log
	2. The staff development leader will determine staff needs for implementing a guidance program.	• Were the in-service needs of staff assessed?	Counselor	Observation of instrument or process used by staff development leader
	3. The staff will receive in-service orientation to the career guidance program.	• Did the staff receive orientation to the career guidance program?	Counselor	Personal interview
	4. The staff development leader will provide a sufficient number of staff development workshops for teachers, counselors, administrators, students, and other persons.	• What groups were provided with in-service? • How many people were involved? • How many in-service activities were held?	Counselor	Staff development planning guide Staff development leader's log
	5. A variety of in-service techniques will be used in providing in-service.	• What techniques were used in providing in-service activities? • Which techniques were most effective?	Counselor and other selected trained staff	In-service coordinator's log Workshop evaluation form
	6. Publicity will be provided about staff development activities.	• Were staff development activities publicized (what, who, where, when)?	Counselor, community relations coordinator, counselor, administrator	Staff development planning guide
	7. Each staff development workshops will be evaluated.	• Did the workshop activities meet the staff development objectives?		Workshop evaluation form
	8. The staff will apply new competencies acquired during in-service.	• Did the staff apply new competencies?		Personal contact

EXHIBIT B5 (Continued)

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost
• Request a time, staff, and resource report from the staff development leader. • Interview the staff development leader. • Summarize the staff development planning guide.	Assessment of staff competencies for guidance program involvement	Counselor or selected teacher(s)			
• Examine the staff development leaders log. • Examine survey administered by the staff development leader (sample survey in *Staff Development)* • Interview random sample of staff. • Examine the list of in-service orientation activities held by the in-service leader.	A general understanding of the goals, objectives, and process of the guidance and counseling program	Counselor Counselor educator from nearby university Experienced area school counselor	A general understanding of the goals, objectives and process of the local school's guidance and counseling program	A one day informal discussion and presentation meeting with key persons who will be involved with school's in-service program	Sub-teacher cost
• Examine all staff development planning guides. • Examine the staff development leader's log. • Examine the in-service coordinator's log. • Examine workshop evaluation forms.	Staff development experience	Counselor Administrator State department of education consultant Counselor educator	Staff development experience	Attend area staff development workshops as observers	$50.00
• Examine staff development planning guide in *Staff Development.* • Analyze the staff development evaluation instruments administered at the end of the workshop activities. • Prepare written summary.	Assessment instrument construction skills	Counselor educator			$200.00
• Three months after in-service, survey staff and observe for application. • List activities implemented.	Data analysis and interpretation	Counselor educator			$100.00

EXHIBIT B6
Evaluation Planning Guide for Community Relations and Involvement Program Development Process

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments
To promote a systematic approach to school-community cooperation through community relations and involvement efforts	1. Increased community support will be gained for the school's curriculum with specific focus on the career guidance program.	• Has career guidance information been communicated to the public? • What kinds of information has been communicated? • How has the information been received?	Counselor and selected teachers	Community relations and involvement questionnaire
	2. The quality and quantity of community member participation in career guidance activities will be increased.	• Is there increased community involvement in the career guidance program? • Which activities generated the most enthusiasm?	Administrators Key community members Selected teachers Counselor	Community relations and involvement questionnaire
	3. Increased involvement by school personnel in community activities will be promoted.	• In what ways has the school contributed to the betterment of the community?	Counselor Community relations coordinator	Community relations and involvement questionnaire

EXHIBIT B6 (Continued)

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost
• Administer a questionnaire to a random sample of community members. (A sample questionnaire is presented in *Community Relations and Involvement.)*	Understanding of the goals, objectives and process of community relations program	Administrator Selected community leader	General program understanding	Two hour general orientation and discussion meeting with selected school and community representatives	
• Administer a questionnaire to a random sample of community members. (A sample questionnaire is presented in *Community Relations and Involvement.)*	Community wide communication skills	Administrator Selected community leader			
• Administer a questionnaire to a random sample of community members. (A sample questionnaire is presented in *Community Relations and Involvement.)*	Community personnel and agency assessment skills	Administrator Community relations program coordinator			

EXHIBIT B7
Evaluation Planning Guide for Counseling Practice Implementation Process

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments
To provide individual and group career counseling to all students	1. The counselor will provide individual career development counseling.	• How many individuals received counseling? • How many sessions did each individual have with the counselor? • What types of concerns prompted the counseling? • Were the face-to-face counseling sessions effective?	Counselors and counselees	Counselor's log Individual counseling evaluation form
	2. The staff will provide career guidance group counseling activities.	• Who provided group counseling? • To whom was group counseling provided? • What concerns were dealt with in group counseling? • Were the group counseling sessions effective?	Group counselor/ facilitator and counselees	Sample forms for selected group counseling practices are provided in Career Guidance Practices

EXHIBIT B7 (Continued)

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost
• Review counselor's log • Administer the individual counseling evaluation form to a random sample of counselors and tabulate results. • Survey staff to determine who provided career guidance group counseling (interview) • Analyze evaluation forms from group counseling activities (sample forms in Career Guidance Practices).	Interviewing and reviewing skills for data collection Data interpretation skills Reporting skills	Principal Communications instructor Counselor from neighboring district	Directions for adequately reviewing the results recorded on the –Counselor's log –Individual counseling evaluation form –Sample forms from Career Guidance Practices and responses of a selected sample of students for interpretation and reporting purpose	One half day workshop Introduce procedures for reviewing results and interviewing student samples Techniques of comparing the summarized results for reporting	Expenses necessary for external counselor travel

EXHIBIT 18
Evaluation Planning Guide for Career Guidance Practices
Practice Implementation Process

1 Goal	2 Objectives	3 Evaluation Question	4 Sources	5 Instruments
To facilitate the career development of students through the school and community centered career guidance practices	1. Teachers will be involved in the identification of career guidance objectives that might be achieved in the home.	• How many objectives were identified? • What were the objectives?	Facilitator/ teachers	A general list of objectives
	2. Various approaches for building upon the strengths of the home environment will be developed. A wide variety of suggestions will be presented to parents.	• How many approaches were identified? • What were the approaches?	Facilitator/ teachers	Career guidance practice planning forms
	3. The effectiveness of parent education programs that have been implemented will be determined.	• How many parent education programs were conducted? • How many parents were involved?	Facilitator/teachers, parents, staff development community members	Evaluation forms for career guidance practices
	4. Guides for planning career guidance classroom activities will be developed.	• Is there a standardized plan for teachers to develop career guidance activities?	Teachers, coordinators, staff development community members	Plan
	5. Career development experiences within the subject matter presentations of all classrooms will be provided.	• How many activities were conducted? • How many students were involved? • How many teachers implemented career development activities?	Facilitator/teachers, counselors, coordinator, students	Career guidance practices subject matter activity log
	6. The effectiveness of subject matter-centered guidance activities will be evaluated.	• How many students successfully completed each career development activity?	Facilitator/teachers, coordinators	Career guidance practice subject matter activity log
	7. Teachers, students, administrators, and community members will be involved in nonsubject-matter career guidance activities.	• How many people were involved?	Teachers, students, administrators, community members	Nonsubject matter activities plan

EXHIBIT B8 (Continued)

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments
	8. A number of nonsubject-matter centered career guidance activities will be implemented at the school or district levels.	• How many nonsubject matter career guidance activities were conducted? • What types of activities were conducted? • How many resource people were involved?	Teachers, students, administrators, community members	Nonsubject matter activities evaluation form
	9. The effectiveness of nonsubject matter career guidance activities that have been implemented will be evaluated.	• How many students participated in each activity? • What were the strengths and limitations of each activity?	Counselor, teachers, students	Practice process evaluation
	10. Career guidance objectives that may be met in community settings will be identified.	• How many objectives were identified? • What were the objectives?	Counselor, teachers, students	List of community-base career guidance activities
	11. Community members will be actively involved in providing career development experiences to students.	• How many community members were involved in each activity? • What was the total number of community members who participated?	Facilitator, community members	Plan for community-base career guidance activities
	12. The effectiveness of community-centered career guidance activities will be evaluated.	• How many community-centered career development activities were initiated? • What types of activities were they? • What was the participants' response to these activities?	Facilitator, program staff, community participation	Evaluation form for career guidance activities

EXHIBIT B8 (Continued)

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost
• Interviewing and reviewing skills	Staff development committee members, principal, external counselor or administrator	Introduction to the essential elements of a behavioral objective and program goals with specific tabulation information	Activities for collecting, analyzing, and reporting findings		
	"	"			
	"	"			
	"	Introduction to the essential elements of a standardized plan			
	"	Specific tabulation information			
	"	"			
• Examine the plans for nonsubject matter • Activities that were implemented	Background in curriculum development		Introduction to essential elements in nonsubject matter activity plans		
• Compile evaluation forms related to selected nonsubject matter based activities from *Career Guidance Practices.*			Specific tabulating information		
• Examine evaluation forms for each sample (see sample forms in *Career Guidance Practices.)*					
• Examine in-service materials.					
• Examine the plans for community-centered activities that were implemented.					
• Interview a selected number of program staff. • Examine evaluation forms for each activity (see sample forms in *Career Guidance Practices).*					

EXHIBIT B9
Evaluation Planning Guide for Placement Practice Implementation Process

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments
To provide placement opportunities for all students	1. Information will be located and disseminated and placement opportunities will be provided.	• What types of placement opportunities were identified? • What kinds of educational or training programs were located? • Does the information appear to be comprehensive in scope? • To whom was information presented?	Employment service personnel Student services personnel Employers Counselor	Survey
	2. The probability of students being able to secure their desired placement opportunities will be increased.	• How many employers have been involved? • What types of contacts have been established? • Does there appear to be increased community support for the program? • Have students developed personal competencies in placement?	Counselor Administrator Group of students	Summary form
	3. The range of opportunities obtained will expand.	• What types of activities have been conducted to expand the number of options available for students? • What kinds of changes have occurred?	Administrator Employer-leader	
	4. The placement opportunities obtained will be maintained.	• What is the current number of participants? • Are students receiving follow-through services?	Counselor	
	5. The effectiveness of the placement program will be evaluated.	• How many students were placed? • What kinds of activities were undertaken for placement?	Counselor	

EXHIBIT B9 (Continued)

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost
• Describe the "comprehensiveness" of the information that has been located. For example, does it include public and private employment, militar;, apprenticeships, educational, volunteer and civic opportunities? • Estimate the number of students to whom information was presented?	Employment agency knowledge Working relationship with employers Employment trend knowledge Job resource data collection and filing skills Placement counseling skills Knowledge and use of placement types of instruments and materials	Counselor Vocational education coordinator Employment security official Administration	Employment agency knowledge	Planned series of field trips	
• Interview counselor to determine what types of approaches have been used and examine records to determine how effective they have been.			Working relationship with employers	Planned series of field trips	
• Examine student evaluations based on individual activities designed to teach new skills.					
• Interview counselor and evaluation associated with each activity.			Knowledge and use of placement types of instruments and materials.	Send appropriate person to the nearest district who has an exemplary placement program in operation	
• Interview the counselor and examine suggestions received from program participants for improving program.					
• Conduct follow-up study of former students.					
• Interview counselor.					

EXHIBIT B10
Evaluation Planning Guide for Product Evaluation

1 Goal	2 Objectives	3 Evaluation Questions	4 Sources	5 Instruments
To evaluate the effectiveness of the career guidance program practices	1. The impact of the career guidance practices have had on student's performance (outcomes) will be assessed by domain area.	• Has the total impact of the program reduced student needs? • Have the needs identified in the interpersonal relations domain been reduced (K-12)? • Have the needs identified in the planning and decision-making domain been reduced (K-12)? • Have the needs identified in the life role assumption domain been reduced (K-12)?	Sample of students K-12 Evaluation Committee	Needs assessment instrument (post-test)

EXHIBIT B10 (Continued)

6 Evaluation Processes/ Timeliness	7 Evaluation Competency Requirements	8 Personnel Available	9 Identified In-service Needs	10 In-service Activities	11 Cost
• conduct the post evaluation in the same manner that the needs assessment (pre-test) was conducted		Staff Evaluation Committee	Introduction to needs assessment instrument administration procedures	Technique in collection of data; analyzing and reporting data results	Constitutes product, duplication, scoring, analyzing, reporting

EXHIBIT B11
Sample Results Sheet for Needs Assessment

1 Program Goal	2 Objectives	3 Evaluation Questions	12 Results
To assess career development needs of students	1. Career development needs assessment instruments will be developed or modified to meet local needs.	• Do the developed instruments measure the needs of students K-12?	• Yes, according to the response of a random sample of 25% of the student body who were asked to evaluate the instruments developed to measure the needs of our K-12 students.
		• Do the items on the instruments reflect career development goals?	• Yes, the instrument was developed with the career development goals as the primary framework from which each of the items was constructed.
		• For what other populations have instruments have been developed?	• The needs assessment instrument was developed for –the guidance/counseling staff –the teaching staff –the administration –the parents and community members –the students
	2. A career development needs assessment instrument will be administered to students and other populations.	• How many instruments were administered?	• The needs assessment instruments numbered 4.
		• To whom were career development needs assessment instruments administered?	• Groups of students responding to the assessment were –primary (K-3) –intermediate (4-6) –junior (7-9) –senior (10-12)
	3. Career development goals will be developed and ranked according to the analysis of the needs assessment data.	• Have career development goals been developed?	• Yes, career development goals reflecting the ranked needs of the students per group level have been developed.
		• Are career development goals ranked according to established criteria?	

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APPENDIX C

Related Instrumentation for Implementing the Evaluation Plan

Exhibit C1

Career Development Needs Assessment Summary Reporting Form

Number of questionnaires administered _____

Date administered _____

Grade level(s) _____

Teacher/Administrator _____

Number of questionnaires returned _____

Percentage of returns _____

Number of respondents _____

Male students _____

Female students _____

Building _____

Date _____

Exhibit C2

Behavioral Objective Composite Form

Career Development Goal No. _____ Number of Behavioral Objectives _____

Career Development Objectives Number Code	K-6	7-9	10-12	Total
TOTALS				

Exhibit C3

Resource Assessment Survey Summary Form

Populations	Surveyed	Responded	Percent	Number of Resources Identified	
Students				Material	
Parents				Human	
Community Members				Organi-zational	
Staff Members				Facilita-tive	
Others					

Exhibit C4

Resource Request Survey Report Form

Resource Listing (From Resource Request and Report Form)	Filled	New Cost to District	Not Filled	Projected Costs	Reason Not Filled

Exhibit C5

Counselor's Log

Individual by Number/Code	Date Seen	Concerns by Topics	Comments	Actions Taken

Exhibit C6

Individual Counseling Evaluation Form

Student _____ Number/Code _____
(name)

Counseling Session _____
(session no. and date)

Length of Session _____
(hours and minutes)

Did you feel the counseling session(s) we had were of assistance to you? Yes ☐ No ☐
Explain:

What are the things that you achieved as a result of our counseling sessions?

In our counseling session what did we do that you feel assisted you the most? (Please list and explain.)

Example: You listened to me.
You smiled at me.
The directions you gave me were helpful.

Exhibit C7

Career Guidance Practices

Student N_____

Facilitator I.D._____

Planning Form for Facilitators

Counseling	☐			Self and Interpersonal Relations	☐
Guidance	☐	S	N	Career Planning and Decision-Making	☐
Placement	☐			Life Role Assumption	☐

Goal: Number

Behavioral Objectives: Number

Practice Delivery:

Facilitator

Participants

Timelines

Practice Procedures	Resources

Evaluation Procedures	Comments

S=Subject Matter N=Nonsubject Matter

Exhibit C8

Process Evaluation
of Career Guidance Practices

Student Form

Counseling	☐	Self and Interpersonal Relations	☐
Guidance	☐	Career Planning and Decision-Making	☐
Placement	☐	Life Role Assumption	☐

To be completed by intermediate, junior, senior, and post-high school students.

Goal:

Objective:

Method:

Was the method relevant and interesting to you? Yes ☐ No ☐

Did this method provide you with an experience that helped you to achieve this objective? Yes ☐ No ☐

What suggestions and recommendations do you have that could improve this method to better meet your needs?

_____

_____

_____

_____

_____

_____

Student Date

Exhibit C9

Process Evaluation
of Career Guidance Practices

Facilitator Form for Summarizing Student Responses

Counseling	☐	Self and Interpersonal Relations	☐
Guidance	☐	Career Planning and Decision-Making	☐
Placement	☐	Life Role Assumptions	☐

To be completed by the career guidance practice facilitator.

Goal:

Objective:

Methods and procedures analysis: (process evaluation) _____

1. Number of students who experienced the method. _____

2. Number of students who found the method both relevant and interesting. _____ _____ %

3. Number of students who were helped to achieved the objective through the experience. _____ _____ %

4. Summary statement: _____

_____

_____

5. Was the method effective for facilitating objective achievement? Yes ☐ No ☐

6. What additional facilitator skills could have made the method more effective?

_____

_____

_____

7. Were the method, resources, and evaluation used appropriate for the students?
Yes ☐ No ☐ Comment: _____

8. What recommendations would you make to improve the method for future planning?

_____

_____

_____

Exhibit C10

Career Guidance Subject Matter Activities Log

Grade Level _____ Teacher _____ Subject Area _____

Developmental Goal No. _____

	Time	Cost	No. of Resource Persons	No. of Students	Activity Dates	Domains	Comments
Objective 1 Measurement Date:							
Degree of Success:							
Activity 1.							
Activity 2.							
Activity 3.							

Exhibit C11

Product Evaluation

Summary of Student Evaluation Forms
for Career Education Practices

Counseling	☐	Self and Interpersonal Relations	☐
Guidance	☐	Career Planning and Decision-Making	☐
Placement	☐	Life Role Assumptions	☐

To be completed by the career guidance practice facilitator.

Goal:

Objective:

Student Need Discrepancy Reduction Profile (Product Evaluation):

1. Number of students who attempted objective _____
2. Number of students who achieved objective _____
3. Percent of students who achieved objective _____
4. Summary statement

_____

_____

_____

_____

_____

_____

_____

EXHIBIT C12

Percentage of Students
(Degree of Need)

Trend of Need as Indicated by Students

Comparative Response to the Pre/Post

Career Development Needs Assessment Questionnaire

Example
Comparison Between
197___ and 197___
Grade_____
No. of Students_____

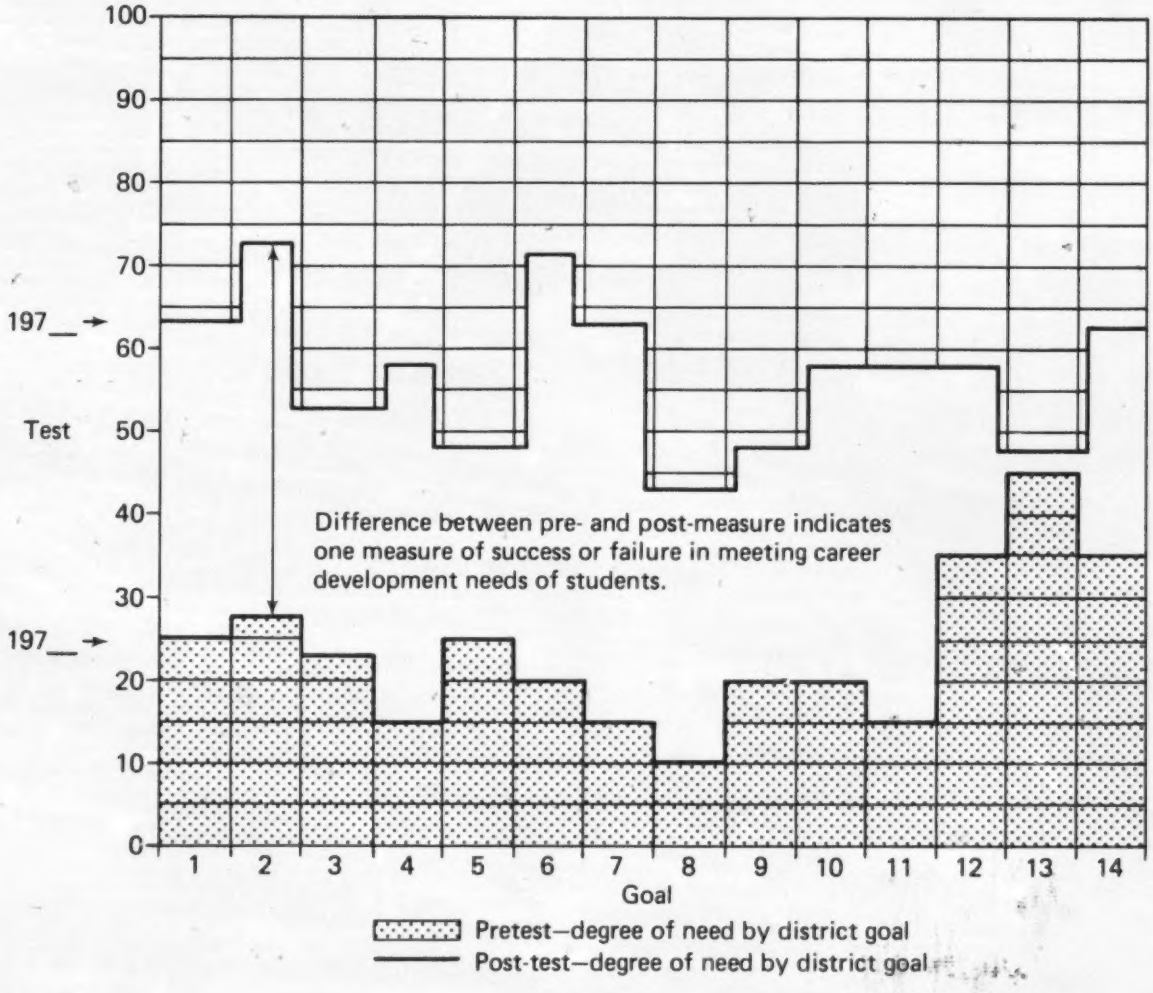

Exhibit C13

Sum of Pre/Post Summary Mean Ratings for the Districts _____ Career Development Goals by Grade Levels

Goal	K–3			4–6 PCE ACF			7–9 PCE ACF			10–12 PCE ACF			12–14 PCE ACF		
	1976	1977	PCE ACF	1976	1977		1976	1977		1976	1977		1976	1977	
1	2.67	?	.50 ?	2.89											
2	3.50	?	.50 ?	2.97											
3	4.33	?	1.00	3.92											
4	4.67	?	1.25	3.57											
5	4.00	?	1.25	3.22											

PCE – Project Change Expected
ACF – Actual Change Found

Exhibit C14

Staff Development Summary Log

Workshop Event	Staff Time Spent			Cost	Resources	Publicity	List Groups Involved	Number of Each Group Involved	Type of Techniques
	Planning	Implementing	Evaluating						
TOTALS									

APPENDIX D

Sample Reporting Format

Exhibit D1

Sample Findings and Discussion

NOTE: The following sample relates only to those questions that were raised concerning objectives 4, 6, and 8 in the Evaluation Planning Guide for Career Guidance Practices, Appendix B, Exhibit B8.

Objective 4: To develop guides for planning career guidance classroom activities.

Question: Is there a standardized plan for teachers to develop career guidance activities?

Evaluation Response Report

There is a well designed and tested plan in the district for development planning of subject matter centered career guidance activities. The program director gave verbally a very detailed presentation of how this plan was constructed and tested with supporting detailed evidence. One limiting factor which surfaced while talking with a sample of staff is that there was insufficient time to gain skill in its use. As teachers were trying to use the guidelines many questions were developed and members of the career guidance program were not available to answer questions promptly. Quite impressive was the lesson plan quality review process that the director established. The teachers felt that this objective review provided valuable feedback that enriched their proposed activities.

Lastly, there seems to be a very logical plan for developing and implementing career guidance activity throughout the grades K-12. While the plan was based on best guesses it seems practical and achievable.

Objective 6: To evaluate the effectiveness of subject matter centered guidance activities.

Question 6: How many students successfully completed each career development activity?

Evaluation Response Report

The following chart reflects a sample of how a district could show the degree to which they successfully completed a number of planned career development activities.

Sample Only

Activity Title	Grade Level	No. of Students Involved	No. of Students Achieving Objectives	% Achievement
1. How different are you?	2nd grade	64	32	50%
2. etc. 3. etc.				
Total No. of Activities	Total No. of Students Involved	Total No. of Students Achieving Behavioral Objectives	Total No. of Students Not Achieving Behavioral Objectives	Total % of Students Achieving Objectives

Objective 8: To implement a number of non-subject matter centered career guidance activities at the school building or district level.

Questions:

1. How many non-subject matter based career guidance activities were conducted?
2. What types of activities were conducted?
3. How many resource persons were involved?

Evaluation Response Report

In analyzing all activity evaluation forms and interviewing all faculty, the following is a summary of implemented activities.

Activity Type	Period of Time	Resource Persons Used	No. of Students Attending	No. of Students Reporting Satisfaction	No. of Staff Involved	Comment for Change	Cost
Job Fair	7 hrs.	37	230 7-12	219	12	Need a two-day structure	$25.00
Mock Interview Demonstration	1 hr. each 6 sessions (6 hrs.)	5	60	58	3	Cut to 45 minute sessions have scheduled during lunch period	N/A
Etc. Etc.							

In the remainder of this section a discussion should center around such items as follows:

- Summary of comments of resource persons
- Listing of most favorable comments by staff and students
- Any way in which the experiences were brought into the classes and related to the subject matter.

In the remainder of the narrative for this section, the writer could discuss reasons why the various activities were successful or not successful. This discussion could contain constraints, barriers, etc. that caused the activity to be conducted not as planned, as well as aspects of the activity that proved to be inadequate for the behavioral objective.

Additionally, a discussion should be included to show what tabulation, analysis, and interpretations were made in determining the decision if students were successful or not in each of the career guidance activities.

Exhibit D2

Sample Conclusions and Recommendations

Introduction: This section should point out the objectives of the evaluation, the major questions asked, generalizations, hypotheses, limitations, process used, circumstantial and situational influences, etc.

Relationships between Expectation and Achievement: This section should, in clear format, lay out the major objectives of the evaluation, the questions raised, and a summary answer to the questions based upon presented or obtained data. Lastly, the writer should provide clear and specific recommendations for future action.

Objective A _____

Question 1 _____

Answers 1A _____

1B _____

1C _____

Recommendations 1-A.1 _____

1-A.2 _____

1-B.1 _____

1-B.2 _____

1-C.1 _____

Objective B _____

etc.

Evaluation Process: Here the writer might summarize the characteristics of, and limitations and/or effectiveness of the process used in the district this current year. Again this section should be concluded by recommendations for change with supporting rationale.

Interaction between Advocates and Consumers: Here it might be helpful if the writer could present data or inferences about those peripheral program goals that deal with the human side of innovation interaction, e.g., parents, teachers, counselors, administrators, students, community members, etc. Suggested hypotheses type points could include:

- How the various populations have viewed the change process in this new guidance program.
- What has happened regarding adopters acceptance, awareness, interest, involvement, advocacy, and change behaviors.
- What were the effects of circumstantial events and situational conditions on the achievement of the program?
- What new policies, tactics were observed as a result of the advocates and consumers throughout the year, etc.?
- etc.

CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

MICHIGAN

Kenneth Groh, Administrator, Powers
Dennis Stanek, Administrator, Rapid River
Bill Wininger, Administrator, Republic
Dave Gallinetti, Administrator, Republic
Peter Rigoni, Administrator, White Pine
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Dale Hanes, Community Rep., Calumet
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Special thanks is extended to the following Career Education Planning District (CEPD) coordinators who provided much leadership and coordination to the material review process.

Thomas Pierson - Marquette - Alger Intermediate School District
Paul Kimball - Copper Country Intermediate School District
W. Leroy Liimakka - Gogebic Ontonagon Intermediate School District
Ivan Ryan & Karl Arko - Delta-Schoolcraft Intermediate School District

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Robert Mason, Counselor, Granville
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Donald Anderson, Counselor, Bainbridge
Donald Kerr, Counselor, Westerville
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Janet Everett, Community Rep., Johnstown
Lloyd Bixler, Community Rep., Newark
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Alan Beeler, Administrator, Johnson Creek
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James Leavitt, Teacher, Belmont
Margo Thiede, Teacher, Platteville
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Grant Mattes, Teacher, Reedsville
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Steve Darm, Student, Shawano
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Shirley Heins, Parent, Belmont
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Lloyd Niedfeldt, Community Rep., Bangor
Joseph Klein, Community Rep., Cuba City
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